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ABSTRACT

The 49 member colleges in the Illinois Community College System provide annual reports on improvements in productivity to the state community college board. This document summarizes the improvements reported by the colleges for fiscal year (FY) 1997. Following a brief introduction, the first section reviews special focus issues for FY 1997 related to the state's Priorities, Quality, and Productivity (PQP) initiative, discussing the development of college priority statements; the strengthening of linkages and integrating planning, budgeting, program approval, and program review around college wide priorities; faculty roles and responsibilities; enhancements in the use of educational technology; and assessment of the effectiveness of instructional technology. The second section highlights outcomes for FY 1997 from quality enhancement and productivity activities at the colleges, focusing on instructional programs, academic program review, adult and developmental education review, and student and academic support functions. The next section provides brief summaries of 33 state-level accountability and productivity initiatives, including efforts related to strengthening leadership and core values; performance-based funding; technology; opportunities programs; workforce preparation awards; and new curriculum and course forms. The final section presents a summary and conclusions. Data tables showing FY 1997 outcomes are appended. (JDI)

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ACCOUNTABILITY and PRODUCTIVITY REPORT

FOR THE ILLINOIS COMMUNITY COLLEGE SYSTEM
Fiscal Year 1997

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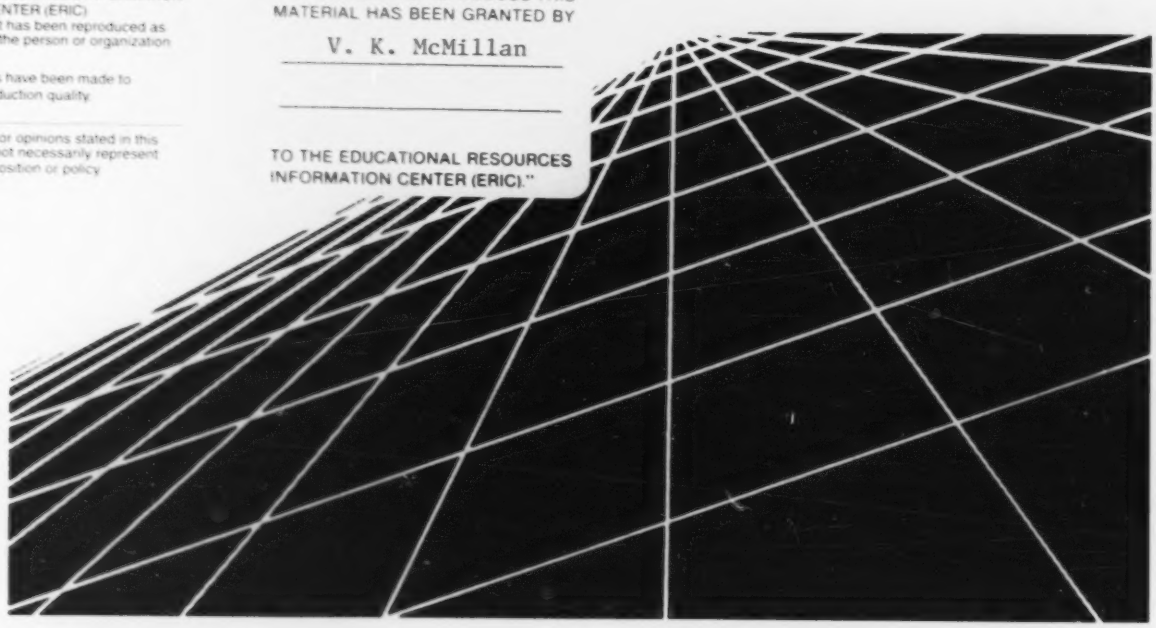

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ACCOUNTABILITY AND PRODUCTIVITY
in Illinois Community Colleges
Fiscal Year 1997

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ACCOUNTABILITY AND PRODUCTIVITY IN ILLINOIS COMMUNITY COLLEGES
FISCAL YEAR 1997

Introduction

Illinois' 49 public community colleges strive to meet diverse student and community needs with high-quality programs and services. In addition, the colleges continuously attempt to maximize the effective use of public resources that support their institutions. The annual *Priorities, Quality, and Productivity/Program Review Reports* submitted by the colleges provide evidence of the ongoing review processes that are in place to insure that high levels of quality and productivity are achieved for programs and services that are of highest priority to each college's mission. Through program review, the colleges examine targeted programs and services to assess their ability to meet their intended purpose in a cost-effective, high-quality manner. In response to the Priorities, Quality and Productivity initiative, the colleges also assess the broader functions of the institutions as they relate to their contribution to the mission of the college and the resulting priorities. This accountability report summarizes and highlights the activities reported by the colleges during fiscal year 1997 in support of institutional and programmatic quality, productivity, and fiscal responsibility.

The three primary sections of the report include **Priorities, Quality, and Productivity Special Focus Areas; Analyses of the Results of Fiscal Year 1997 College PQP/Program Review; and State-Level Initiatives**. Subsections exist within each broad area. Topics considered in the PQP Special Focus section this year consist of College Priorities; Strengthening Linkages and Integrating Planning, Budgeting, Program Approval, and Program Review Around Collegewide Priorities; Faculty Roles and Responsibilities; and Enhancements in the Use of Educational Technology. Programs in 31 occupational/vocational program areas; five academic disciplines; adult and developmental education; and student and academic support, overall academic, administrative, and public service functions are examined in the Results of Fiscal Year 1997 College PQP/Program Review Activities. The State-Level Initiatives section briefly highlights initiatives undertaken at the state level to promote accountability and priorities, quality, and productivity.

Illinois' comprehensive community colleges play a vital role in the state's educational system. They serve a wide spectrum of students ranging from those seeking assistance deciding on a new career or upgrading skills for their current occupation, to persons interested in transfer to baccalaureate programs, to students who need to sharpen their basic skills to increase their employability. In addition, they serve as a community resource to local business, industry, and community agencies and organizations and to individual citizens who desire intellectual enrichment and stimulation. This report provides evidence that the community colleges continue to be an educational bridge and an invaluable community resource to the citizens of Illinois.

PQP Special Focus Issues for Fiscal Year 1997

Each year in addition to their regular Program Review/PQP analyses focusing on instructional, overall academic, administrative, student and academic support, and public service functions, colleges are asked to address some specific issues that have been identified during the state's review of the colleges' previous reports or state-level analyses and priorities. During fiscal year 1997, focus areas included **Annual Priorities; Strengthening Linkages and Integrating Planning, Budgeting, Program Approval, and Program Review Around Collegewide Priorities**; **Faculty Roles and Responsibilities**; and **Enhancements in the Use of Educational Technology**. Discussion of these areas follows.

College Priorities. As a result of recommendations from the Board of Higher Education's the *Priorities, Quality, and Productivity of Illinois: Recommendations for 1994-95*, the colleges were asked to develop and report on priorities statements to guide college-level decisions about productivity improvements, program development, and budget allocations. The colleges review and update priorities statements annually and report on new and ongoing initiatives that result.

Specific examples of new and ongoing initiatives that support the colleges' priorities are described throughout subsequent sections of this report. It is apparent in the college reports that priorities statements are developed and refined as part on an institution-wide strategic planning process that directly links the priorities to decisions regarding budget allocations, planning, and program development. These processes are described more fully in response to another focus area, **Strengthening Linkages and Integrating Planning, Budgeting, Program Approval, and Program Review Around Collegewide Priorities**. Examples of how the colleges have strengthened linkages and integrated processes illustrate ways in which the colleges have tailored the process to fit unique institutional needs and conditions.

While the colleges have reported new or modified initiatives that support their priorities, the common themes for the priorities among institutions have remained unchanged. This year's reports again most commonly identify priorities in the areas of **teaching/learning, student access and success, services, workforce preparation, diversity, community building, communication, leadership, resources, and technology.** One area of particular note is technology. As a result of the rapid pace of change and growth in technology and its instructional and administrative uses, initiatives related to the acquisition and use of new technologies are integrated into nearly every other area of priority. Examples of how technology is used to enhance institutional productivity can be found throughout this summary report.

Strengthening Linkages and Integrating Planning, Budgeting, Program Approval, and Program Review Around College Priorities. An essential component of the PQP initiative is to infuse priority, quality, and productivity concepts into all aspects of the institution including planning, administration, programs, and services. Since the inception of the initiative, colleges have been encouraged to forge linkages and use a holistic perspective to examine the effectiveness of the institution, rather than view each component in isolation. In their fiscal year 1997 reports, colleges were asked to provide information on how they have strengthened the linkages between

collegewide priorities and institutional processes and how planning, budgeting, program approval, and program review have been integrated.

College reports provided numerous examples of how linkages have been strengthened. Some institutions updated their strategic plans or examined the nature of the planning process to ensure that linkages are present. Others noted progress which occurred as a result of college-wide committee membership or key members of the administration who provided a holistic vision for the college and inspired employees to meet the challenges. A few colleges reported that particular events such as college celebrations or North Central Accreditation visits brought the institution together to examine the way it conducts the business of education. Specific examples follow.

During fiscal year 1997, a number of institutions modified or recreated their strategic plans, establishing new priorities consistent with the mission of the college. Black Hawk College formulated a new two-year strategic plan after the long-range planning committee, whose membership reflects all areas of the institution, reviewed current literature on the strategic planning process and the role of community colleges. A key concept of Black Hawk's plan is the "learning organization" concept and its basic principles including systems thinking, shared vision, and team learning. City Colleges of Chicago set district goals and each of the seven colleges developed annual plans related to these goals. At the end of fiscal year 1998, a districtwide steering committee will review the plans and identify ways to improve the integration of program planning, program development, and budgeting with the individual colleges. Danville Area Community College developed a vision for the institution's future using a Continuous Quality Improvement (CQI) mind-set in which decisions are based on data and processes. As priorities emerge, the college focuses on the budgeting process. The long-range strategic plan for the campus is the result of expanding planning efforts from the individual to the entire campus.

A number of colleges improved the processes used to develop strategic plans and ensure that linkages were present. College of DuPage simplified its planning process, reduced the size of some committees and teams, and clarified the charge to these groups. Activities related to priorities cross-cut the institution and the results of collaborative teamwork have been positive. Illinois Eastern Community Colleges report that significant steps were taken toward integrating four important planning and review cycles. The integration of PQP/Program Review with other types of collegewide institutional reporting was spurred, in part, through the development of a revised curriculum review process as part of a Title III initiative. A handbook on Priorities, Quality, Productivity (PQP) and Program Evaluation presents a comprehensive, DACUM (Developing A Curriculum)-based process for occupational program review and is integrated with state-mandated requirements and the institution's budget assessment and long-range planning cycles. William Rainey Harper College compiled an inventory of all planning efforts at the college into a college planning digest. The priorities listed therein serve as a platform for area, divisional, and unit planning. Harper's 1998 budget will describe the plan of the college in the context of the college's overall budget. For the coming year, the college has set a goal of automating a process to analyze department level costs and revenues. At Kishwaukee College and Richland Community College, budget hearings were instituted in which the faculty defend their requests and explain how they will adapt their programs if funding is unavailable. This year, Richland's academic affairs division revised the process to include a team approach to finalize the budget and allow a reassessment of priorities in light of resource availability.

Community colleges report that collegewide committees composed of faculty, staff, administrators, and students often provide critical input and inspire commitment toward the development and achievement of institutional goals. An example of enhancing the integration of processes and priorities through committee structure can be found at John A. Logan College. At Logan, a planning council is responsible for the annual budget, major building and renovation projects, and all program, personnel, and financial decisions that may affect the philosophical and operational nature of the institution. A strategic planning committee at Harold Washington set three goals: to directly relate the development of the budget to goal attainment; to involve the entire campus community in the development of the plan; and to ensure that the annual plan is driven by HWC priorities. At John Wood Community College, the entire campus community was included in a series of meetings to generate ideas on enrollment enhancement. Discussions helped unite staff toward making increased enrollment a priority. A final marketing initiative will link institutional planning, programmatic and budgetary considerations.

Several colleges including Malcolm X College, Carl Sandburg College, Richland Community College, Spoon River College, and Parkland College have a shared governance council comprised of employees from throughout the institution. Parkland College's report indicates that through this shared governance process, the college mission and purpose statements are formulated. These drive the strategic plan and the operational plan which, in turn, drive budgeting, program approval, and curriculum development. Sauk Valley Community College's commitment to integration is written in policy which states, "the systematic process of strategic planning, operational planning, and budget development are directly related and must be integrated to facilitate maximum institutional effectiveness and efficiency."

External constituents also play an important role in conceptualizing strategic plans which can lead to improved linkages. "Futures" conferences at College of Lake County and Prairie State College, which involve community residents, were conceived to strengthen institutional planning efforts. At Prairie State, conference goals included informing participants of current trends and emerging issues that are impacting the community; promoting brainstorming and collaboration among the participants; and establishing future directions based on the needs of the community. Conferences were held for campus employees and businesses, school districts, politicians, and community members. Vision statements emerged from this inclusive, interactive process.

The leadership role of the administration is critical to the implementation of new or improved plans and processes. Harry S Truman College indicated the strengthening of linkages on the college campus was due, in large measure, to the leadership of the President in challenging the institution to become more collaborative, productive, cooperative, participatory, and global in its vision for the future. Administrators at Danville Area Community College and Illinois Central College made a concerted effort to communicate college initiatives through all levels of the institution. Both Danville Area Community College and Kaskaskia College reports indicated that their administrations committed the necessary human and fiscal resources to develop effective, quality plans. Under the direction of a new president, Spoon River College reexamined its mission statement and past and present activities, and began to create a plan for the future. Harold Washington College added a new aspect to the institution's strategic planning process. This year, the president granted $50,000 in funds for special faculty/academic initiatives for fiscal year 1998 which were innovative, student-oriented, and supportive of institutional goals.

Special events can trigger a heightened awareness of college priorities and processes. Harry S. Truman College recently celebrated its fortieth anniversary with events which reconnected faculty, students, and staff with a renewed commitment to the college's mission and student/institutional success. Shawnee Community College, William Rainey Harper College, and Morton College indicated that preparations for and participation in North Central Accrediting Agency visits generated cooperative efforts and ideas which were instrumental in helping these institutions integrate priorities and processes. For example, in its self-study, Harper College recognized the need to develop a model for integration which will include environmental scanning, a comprehensive needs assessment, outcomes assessment, strategic planning, budget planning, and reporting strategies.

The importance of data in evaluating the success of integrating various college processes was noted in several college reports. At Triton College, a one-page summary of program data is provided annually by the research office. If problems are noted, a plan of corrective action is developed as part of program review. These plans are incorporated into annual goals which are tied to employee work plans and become part of performance evaluations. Moraine Valley Community College uses a Program Accountability Standards System (PASS) to evaluate programs and courses against a prescribed set of criteria. Data are measured against college standards and related initiatives are ranked for budget considerations and become part of the collegewide planning process. At Prairie State College, a Strategic Planning Committee that included board and foundation members, utilized data from Noel-Levitz's Student Satisfaction Inventory and the companion survey, Noel-Levitz's Institutional Priorities Survey, to shape the strategic planning process. Belleville Area College provided an excellent example of how planning, program review, program approval, and budget are linked. A two-year study of the college's aviation technology program included a detailed analysis of program review results and an examination of cost indices data. Once a decision was made to discontinue the program, a facilities planning effort was instituted to identify new occupational programs which should be considered for the space.

Faculty Roles and Responsibilities. Faculty play a key role in supporting the colleges' priority of providing an optimum teaching/learning environment. The 1996 report *Accountability and Productivity in Illinois Community Colleges* described initiatives, policies, and procedures at the colleges that related to faculty roles and responsibilities. This year, colleges were asked to provide an update on the progress that has been made during the academic year in the broad areas of **faculty development, rewards and incentives,** and **breadth of faculty contributions.**

Faculty Development. The colleges provide professional development activities and opportunities for faculty through campuswide professional development days; workshops, seminars, and classes on specific topics; and support for faculty to attend state and national conferences and other professional growth activities that require travel. The most prevalent topic for faculty development during the past academic year was the use of instructional technology. Nearly every college reported initiatives aimed at ensuring that all faculty have access to new instructional technologies and providing training in the use of technology and incorporating it into curricula. Several colleges reported that centers have been established to provide training for faculty in the use of computer software, the Internet, multimedia presentation techniques, and so on. For example, Danville Area Community College established an Instructional Technology Center equipped with an array of computer hardware and software. At South Suburban College, the

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Center for Faculty Development and Instructional Technology provides technical assistance to faculty, as well as advice on the purchase of appropriate hardware and software for faculty use.

All of the colleges reported providing numerous workshops and training sessions focused on specific uses of instructional technology. In addition, some colleges offered comprehensive technology training programs. Oakton Community College annually offers a Teaching with Technology seminar for 20 faculty members over two semesters. Participants learn to use technology, develop instructional modules , use their modules in a class they are teaching, and assess student learning and student reaction to the module. Lake Land College hired an individual trained by the National Center for Supercomputer Applications to train faculty trainers on network and Internet applications. These faculty will in turn train other faculty and staff.

At least 13 college reports also placed an emphasis on training for faculty in the delivery of instruction via interactive video. An example is Kaskaskia College, where the Distance Learning Task Force was formed to promote the distance learning system and make recommendations regarding course offerings. During the past academic year, six faculty received training and taught on the distance learning system for the first time. Similarly, Southeastern Illinois College established a Distance Learning Leadership Committee that, among other things, assists faculty to become effective distance learning instructors.

Although the use of instructional technology was the dominant theme of professional development activities over the past year, the colleges provided opportunities to faculty in other important areas of priority, including diversity, international education, and integration of academic and career curricula. For example, Lake Land College in cooperation with Parkland College, presented a series of diversity training workshops for faculty and staff. At Heartland Community College, a Diversity Trainers Team was formed to organize and conduct diversity training at the college. The International Education Committee at John A. Logan College coordinates and implements activities with an international focus, including faculty and staff exchanges with colleges in other countries. Since 1989, over twenty people have participated in faculty and staff exchanges. At McHenry County College, expanded faculty involvement in curriculum integration activities is focused within the college's Academy for High Performance. Almost 25 percent of full-time faculty have been involved in piloting instructional delivery models that integrate academic and technical course content.

Finally, several colleges provided innovative approaches to professional development. One notable example is the Innovation Incubator at the College of DuPage. The Incubator is building and supporting a community of faculty and administrators dedicated to research, development, and appraisal of new teaching and learning strategies. Since its establishment in the Fall quarter of 1996, 19 faculty have initiated projects. South Suburban College adopted the theme, "Linking the College with the Community" for professional development during the past year. Mayors and managers of local communities conducted workshops for faculty on the needs of their communities, followed by tours of the communities.

Rewards and Incentives. Beyond salary, promotion, and tenure policies, colleges offer a variety of rewards and incentives that encourage faculty to pursue advanced learning, as well as to develop projects that improve teaching/learning and/or are innovative. Rewards and incentives mentioned

by the colleges included tuition reimbursement, released time, institutional grants for projects, and support to attend professional conferences. Some examples are described below.

At Harold Washington College, released time is awarded to faculty members for performing duties outside their teaching responsibilities for projects that are a high priority for the college, such as coaching the college's award-winning Forensics Team, coordinating Tech Prep programs, and coordinating college assessment activities. Faculty at Spoon River College receive stipends for developing new courses that integrate applied academics. Faculty members who lead the outcomes assessment project at Sauk Valley Community College were given released time, as were faculty who developed Internet courses. At South Suburban, mini-grants were used to encourage faculty to infuse technology into instruction.

Breadth of Faculty Contributions. Faculty regularly contribute to their institutions, their communities, and to their discipline and profession in myriad ways. Every college report emphasized the invaluable role faculty play in college governance and campus activities. Faculty regularly serve on standing and ad hoc college committees, and have an important voice in developing institutional policies and addressing issues of priority to the colleges, including technology, curriculum development, and professional development. A number of colleges emphasized that faculty provide critical leadership in accreditation activities. In addition, faculty continue to be instrumental in developing and implementing institutional assessment plans. Rend Lake College reported that faculty have taken ownership of the college's assessment plan. An in-service planned for fall will be devoted to outcomes assessment and will be run by faculty.

As the name implies, the community colleges and their faculties serve as a resource to their communities. Nine colleges highlighted faculty contributions to the community, such as membership on boards of local service agencies and community agencies, or sharing of expertise with local business, industry, and community organizations. For example, Heartland Community College piloted a Service Learning Program that incorporates community service/volunteerism with credit courses. One faculty member at Richland Community College collaborated with the Decatur Public Library to win a grant to bring nationally-known poets to Decatur in a Poets in Person series, and another faculty member serves as President of the local NAACP chapter. A faculty member at Belleville Area College partnered with several local agricultural companies to develop a pilot program that brings computerized weather mapping technology into the high school and college classroom. In addition, during the past year, the college founded a Speaker's Bureau that makes faculty members available to serve as speakers for audiences throughout the college district. Faculty from Morton College took part in on-site visits to local business and industry partners in order to determine classes and seminars that would meet corporate client needs.

Faculty at community colleges are active in professional organizations and in advancing the knowledge of their disciplines and profession. College reports indicated that over the past academic year, faculty were engaged in scholarly activities that included publication of articles, textbooks, and study guides; presentations and contributed papers at workshops and conferences; exhibits and fine arts performances; and election to office in numerous state and national professional organizations. In addition, several colleges provided information on prestigious awards that have been bestowed on faculty over the past academic year.

Enhancements in the Use of Educational Technology. In their joint report, *Telecommunications and Educational Technology: A Status Report* (September 1996), the Illinois Community College Board and Board of Higher Education staffs concluded that, "Illinois institutions of higher education need to continue to train faculty and staff and assess the impact of educational technology on each program and support area of their institutions to assure educational effectiveness, responsiveness, and improvements in learning for students." Over the past several years, significant resources have been allocated by the state, as well as reinvested from lower priority areas by the colleges, to acquire new technology. More recently, most colleges have identified as a priority the use of technology to improve teaching and learning and create greater access for students. Colleges were asked during their fiscal year 1997 Program Review/PQP reviews to :

(1) Identify and describe initiatives/activities that were undertaken or planned during fiscal year 1997 regarding the inclusion of technology in curriculum and course development and delivery, including regular on-campus courses, Internet courses, and distance learning courses.

(2) Describe how the college's program review process is now or will assess the effectiveness of instructional technology in improving program quality and/or student learning.

Initiatives/Activities. The colleges identified a variety of initiatives/activities undertaken to include technology in the curriculum and course development. The most frequently mentioned initiatives included the development and offering of Internet courses or the integration of Internet into courses, expansion of and enhancements to academic computing centers and labs, staff training, acquisition and upgrading of computers for faculty, building or expansion of campus networks, multimedia rooms, technology plans, teaching learning centers, and addition of support staff positions.

Internet. At least 15 of the community college districts indicated they are offering or plan to offer courses over the Internet. Additionally, seven said they are integrating Internet into courses delivered through different venues. Five colleges discussed the development of websites for their institutions. Sauk Valley Community College is assisting its students in creating their own websites. Two colleges, Sauk Valley Community College and Highland Community College, have provided e-mail access for all of their students.

Academic Computing Centers. The most frequently mentioned activity discussed by the colleges was the establishment of new or enhanced academic computing centers. For example, College of DuPage is completing a computing center project to provide 15 on-line computer classroom labs and an open lab area with 700 computers and 50 printers. Each classroom will be networked to the College's Enterprise Network and have a permanently mounted projection system for faculty use.

Staff Training. The number of colleges listing enhancements to academic computing centers was closely followed by those mentioning staff training initiatives. Training topics have varied from use of video to Internet to multimedia. Spoon River indicated one of its most successful professional development activities has involved the college's faculty sharing their experiences with their colleagues. Richland Community College has designated Friday afternoons as open labs

for individual staff training. South Suburban College, Illinois Central College, and Moraine Valley Community College are offering mini-grants to faculty as incentives.

Teaching/Learning Centers. Closely related to staff training initiatives, are teaching/learning centers initiatives. Several colleges have established instructional technology centers either within broader teaching/learning centers or as stand alone units. These centers assist faculty in developing courses and curricula to be delivered using technology.

Computers for Faculty. Not only are the colleges providing training and support for educational technology, over one-fourth of the districts have supplied or upgraded computers for faculty. Belleville Area College, Lincoln Land Community College, McHenry County College, and Lewis & Clark Community College were among those indicating that all faculty now have individual computers for their use.

Campus Networks. Ten colleges highlighted development and expansion of campus networks which are necessary to share information through the use of technology. Belleville Area College has just completed a wide area network that will connect all three of its campuses. Two colleges, Morton College and Southeastern Illinois College, indicated they had upgraded their line capacities to a T1.

Multimedia Rooms. Nine colleges have equipped or approved equipment of multimedia rooms. Shawnee Community College alone has approved the development of 10 such classrooms on its campus.

Two-Way Interactive Video. Frequently, colleges discussed their expanded usage of the two-way interactive video system. The network has allowed the colleges to offer educational opportunities beyond their campuses in a more efficient and productive manner.

Support Staff. Colleges are expanding their support staff to assist faculty and administrators in their use of technology. Seven colleges specifically mentioned the hiring of either full- or part-time instructional development specialists or multimedia technicians.

Technology Plans and Internal Institutional Structure. Two of the more common activities to enhance the use of educational technology undertaken by the colleges involved the development of technology plans and the establishment of technology committees to deal with technology issues. For example, Danville Area Community College has recently established an Alternative Delivery Methods committee. McHenry County College developed a technology plan two years ago and is making strides toward accomplishing the goals set forth in that document. Metropolitan Community College has developed a five-phase plan to provide computer classrooms and an Intranet for the college.

Unique Initiatives. Three unique activities are worth mentioning. Black Hawk College, Sauk Valley Community College, and Richland Community College are reaching beyond their own campuses and are involved in partnering with others in their communities to establish community networks. Black Hawk College has also created student kiosks to provide access to information related to student clubs and organizations, college information and individual information (grades, unofficial transcripts, financial aid and account information, class schedules,) as well as Internet

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e-mail access. Richard J. Daley College plans to implement a similar system during this academic year. Highland Community College, along with others in the Western Illinois Education Consortium, is experimenting with the use of PC-based video.

Assessment of Effectiveness of Instructional Technology. In addition to being asked to identify initiatives/activities regarding the inclusion of technology in curriculum and course development and delivery, colleges were asked to describe how the college's program review process is now or will assess the effectiveness of instructional technology in improving program quality and/or student learning.

All colleges have for many years included the assessment of the currency and adequacy of instructional equipment as part of their program reviews. However, not all have assessed the effectiveness of instructional technology on student learning and program quality. Nineteen of the community colleges indicated they currently have this as part of their program review processes. William Rainey Harper College includes a list of specific questions each program is required to address in its program review report. The effectiveness of instructional technology is assessed relative to questions in two different areas--"Instructional Approaches" and "Student Outcomes, Achievement, Placement and Follow-Up".

During fiscal year 1997, Illinois Central College performed reviews at many levels to assess the effectiveness of instructional technology in improving program quality and/or student learning. A Web services review resulted in identification of shortfalls of resources necessary to support the instructional initiatives. This led to the college hiring a Webmaster to bring Web-based information online. A review of the campus networks in relation to the ICC Strategic Plan resulted in additional planning requirements to accommodate dramatically increased numbers of computers on the network. A review of the classroom scheduling process resulted in an identification of the need for more "smart" classrooms with Internet access at the instructor podium, presentation software, sound, and other technology for use with projection systems. The college will be reviewing all Internet-based course offerings, progress on the programs, and actual student performance to ensure quality training for the students.

As a part of the North Central Association self-study process, Oakton Community College assessed technology activities. Every academic and support department and unit was encouraged to examine its own use of technology; a section of a personnel survey conducted for the self-study was devoted specifically to questions related to technology; the Faculty Senate surveyed faculty to ascertain their perceptions of technology and computer support and problems. Numerous existing documents, including student surveys and budget materials, were examined to identify data and information germane to the topic. Faculty were invited to several open meetings to describe their experiences, desire, and frustrations in using technology. Focus groups were held in Fall 1996 for administrators and staff members. Each group was led by an Oakton employee who was heavily involved in using technology yet would be perceived by focus groups participants as a neutral observer.

Of the remaining institutions that addressed this issue, all indicated that they are adding this component to their processes. Richland Community Colleges's Instructional Technology committee decided early in the process of developing a campus network that technology should not drive the instructional process but should, instead, be driven by it. An extensive, focused forum is planned for the near future to examine two areas: the demographics of the users and the

technology they use. These issues will lead to new questions: if they are using the technology correctly, are they using the correct technology, or does the college need new technology?

John Wood Community College currently assesses the effectiveness of instructional technology in improving student learning as a part of its evaluations of the two-way audio and video system. The college is developing ways to assess its Web-based computer technologies. Preparation for such monitoring includes developing more sophisticated evaluation tools for use by students and instructors and organizing focus groups to advise administration and faculty of problems.

Analyses of PQP/Program Review Results
Fiscal Year 1997

This section of the report highlights quality enhancement and productivity activities and initiatives taking place at community colleges in the general areas of instructional program, overall academic, academic and student support, administrative, and public service functions. Priorities, Quality, and Productivity initiatives continue to serve as a focal point of the college reports which concentrate on quality enhancements and reallocations achieved during the past year. Table 1 provides aggregate dollar figures reported by colleges in their report sections focusing on Priorities, Quality, and Productivity initiatives. Estimates of the annual and long-term savings from improvements and targets for reallocations were requested. However, exact dollar figures were not readily available for many productivity initiatives. Consequently, reported dollar amounts should be interpreted with caution since the accounting of resource reallocations and benefits is not complete. In addition, due to differences in organizational structures among the colleges, similar activities and initiatives may be reported in different functional areas. Reported dollar figures include a combination of estimated cost benefits, revenues generated, and reallocations. Generally, they do not represent available dollars since savings in one area have been reinvested to support higher priority programs and services.

Table 1

PRODUCTIVITY IMPROVEMENTS IN ILLINOIS COMMUNITY COLLEGES
AGGREGATE DOLLARS REPORTED

Initiative	Annual Targeted Investment	Annual Reallocation	Projected Targeted Investment	Projected Reallocation
Support Services	$4,400,000	$140,000	$10,100,000	$620,000
Overall Academic Function	4,600,000	2,100,000	8,500,000	7,350,000
Administration	14,000,000	3,250,000	20,000,000	16,400,000
Public Service	1,500,000	410,000	3,850,000	910,000
Instruction	8,800,000	2,200,000	13,600,000	7,800,000
TOTALS	$33,300,000	$8,100,000	$56,050,000	$33,080,000

Instructional Program Review Productivity and Quality Enhancements. Program Review is an established, essential tool for accountability within the Illinois community college system. The colleges annually review a portion of their instructional programs and evaluate them according to need, quality, and cost. Occupational programs are reviewed once every five years according to a systemwide established schedule. Transfer disciplines and adult and developmental education programs are reviewed on a five-year cycle established by the individual colleges. In addition, in keeping with the broad, institutional focus of the PQP initiative, student services and academic support programs are reviewed according to institution-established five-year cycles as well. In fiscal year 1997, community colleges reviewed a total of 586 occupational, 137 academic, 21 adult and developmental education, 112 student and academic support, and 1 other programs. A breakdown of this information by college appears in Appendix Table A-1

Conclusions reached from an examination of need, quality, and cost provide the underlying information for setting priorities, assuring instructional quality, and strengthening productivity. Colleges reported over 900 initiatives aimed at enhancing program quality and cutting costs. Initiatives aimed at improving instructional productivity and quality at the colleges resulted in an estimated $2.2 million in reallocations this year and projected reallocations of $7.8 million over the next five years. Community college instructional productivity enhancements are included in the descriptions of programmatic strengths, planned improvements, and innovations in the following pages.

Occupational Program Review. In recent years, colleges have focused their reviews on selected occupational programs. This approach provides a statewide perspective for specified program areas. Appendix Table A-2 summarizes the bottom line decisions that were made on occupational programs included in this program review cycle. Based on the program review outcomes, colleges can choose to (1) continue healthy programs, (2) significantly modify curricula to better address student or employer needs, (3) discontinue programs which are no longer viable, or (4) schedule programs for a subsequent review to address particular concerns such as low enrollment. During fiscal year 1997, improvements were made to 83 percent of the 586 programs, while 50 (or 8.5 percent) of the programs were identified for withdrawal. Fifty-one (or 8.7 percent) will be reassessed during the coming year.

Appendix Table A-3 displays curricula which colleges have decided to eliminate based on their analyses. Rationale cited by the colleges include program consolidation, changes in employment demand, technological shifts, low enrollments, excessively high costs, or lack of sufficient faculty/staff/equipment resources. By discontinuing these programs, colleges are able to fund higher priority programs that more closely meet pressing community needs.

Each year colleges are requested to specifically address occupational programs which have fewer than ten students enrolled during the previous year. In addition, colleges were asked to give special attention to programs that displayed certain characteristics based on responses from graduates in the 1996 *Occupational Follow-Up Survey*. For programs in which the unemployment rate for graduates exceeds the statewide average, and over one-fourth of employed graduates are in jobs unrelated to their training, colleges were asked to take appropriate actions to strengthen the programs or discontinue them. Programs in which more than one-third of the graduates are enrolled for further study in a related field were asked to examine the extent of current articulation to assess whether efforts are sufficient. Finally, colleges with programs in which graduates'

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overall program component satisfaction rates were less than 3.9 on a five-point scale were asked to examine program components and develop recommendations to address problems. College responses to these issues are included in the summaries of program review that follow.

Radio/Television, General. Enrollments in Radio/Television have been fairly stable over the review period, with 293 students enrolled in fiscal year 1992 and 292 in fiscal year 1996. The number of completions has increased during the same period from 33 to 44. Five colleges provide programs throughout the state, with three issues appearing to be common among them. They include:

- increased interest by students in the occupational area;
- the need to remain competitive technologically; and
- strengthening articulation with secondary and baccalaureate institutions.

With the increased interest in the occupational area, steady or increased enrollments are being realized at the five colleges. However, the distribution of full-time to part-time students is not consistent. Lake Land College, for instance, has experienced an increase in its full-time population, while Kennedy-King College's part-time population has risen. This increased enrollment may necessitate the addition of adjunct and/or full-time faculty to these programs.

The need to remain competitive technologically was cited by each of the colleges; however, only three of the five colleges upgraded equipment recently. Lake Land College purchased a digital video production editor and a portable audio microwave transmitter and receiver, which enables the college's radio students to broadcast events within a 30 mile radius. Parkland College installed an on-campus broadcast tower and a new transmitter. Lewis & Clark added a new production studio, and Lake Land College is planning to add a new facility in Fall 1998 to accommodate its increased enrollment.

While this occupational area has experienced increased interest by students and colleges are striving to remain technologically competitive and to strengthen articulation opportunities for students, job opportunities appear to be limited. *Horizons* reports that, for both Broadcast Technicians and Radio and Television Announcers, competition will be keen due to a decline in what is already a small labor market.

Several colleges have established or strengthened articulation activities with area high schools and regional universities. Kennedy-King College has established an articulation agreement with the Chicago Public School system which allows high school students to receive dual credit for courses taken at the college. The college has also developed a partnership with Northwestern University's Medill School of Journalism, which has provided the opportunity for Kennedy-King Broadcasting students to participate in the University's Academy for Future Journalists, a five-week intensive writing program which culminates in an internship at a media outlet in the metropolitan area. Lake Land College has recently developed a Tech Prep program with area high schools which offer radio/TV courses. Lake Land College and Wabash Valley College continue to strengthen their articulation agreements with regional universities, such as Eastern Illinois University and Southern Illinois University at Carbondale. Recommended coursework for the first two years of a baccalaureate major in Mass Communications was developed by a panel of faculty as part of the Illinois Articulation Initiative (IAI) during 1996-97.

Educational Media Technology. The College of DuPage is the only college in the State of Illinois to offer instruction in this occupational area. Enrollment in the program ranged from 276 in fiscal year 1992 to 222 in fiscal year 1996. The majority of the students are already employed in the field. The equipment needs of the program contribute to higher expenditures than the divisional and institutional averages; however, the college is committed to maintaining state-of-the-art equipment as is evidenced in the upgrading of equipment for computer animation over the past three years and the addition of nonlinear editing equipment, real time digital video playback, and movement to digital audio.

Radio and Television Production. Until recently, four colleges offered programs in Radio and Television Production. As a result of this year's program review, one of the colleges determined that its program related more to electronics technology than production, which resulted in the college reassigning the program to a different CIP area. The remaining colleges' enrollments remain fairly steady, with a low enrollment to completion ratio. Black Hawk College has experienced an increased need for interns and entry level skilled workers in the Quad Cities' broadcast market and is looking to establish a Tech Prep program with area high schools to increase its recruitment market.

Computer Technology. Moraine Valley Community College only recently implemented an AAS and certificate program in this occupational area. Based on statistics from the Illinois Occupational Information System, labor market demand will continue to increase, and the demand exceeds the supply of skilled workers. The college's program helps to prepare students to take the industry recognized A+ certification examination.

Electronics Technology. Thirty-five colleges provide programs in the area of electronics technology. Overall, there has been a decrease in enrollment during the five-year review period from 3805 in fiscal year 1992 to 2999 in fiscal year 1996. However, noticeable enrollment increases have been realized at Heartland Community College, McHenry County College, Sauk Valley College, and John Wood Community College. One college reported that its program has been discontinued. Generally speaking, there appears to be a strong labor market need in this occupational area. Placement of students ranged between 85 percent to 100 percent of program completers. The 1996 *Occupational Follow-up Study* corroborates the college findings, reporting a total of 87.4 percent of graduates responding to the survey were employed. Three key areas noted for improvement include:

- recruiting students, particularly female students;
- strengthening the breadth and depth of program offerings; and
- the need to maintain state-of-the-art equipment.

Nearly all colleges reported that the labor market could support increased enrollments and completions in their programs and are looking at ways to improve recruiting efforts. Several colleges will be developing traditional marketing pieces such as brochures and news releases. Harry S Truman College, College of DuPage, and Highland Community College mentioned developing or strengthening Tech Prep programs with area high schools in order to attract students directly from high school.

Several colleges are modifying their curricula to increase enrollments and to retain students already enrolled. Wabash Valley College used the Developing a Curriculum (DACUM) process to redefine the focus of its program, and College of Lake County is experimenting with multimedia training modules to retain student interest. Lake Land College, Parkland College, and Prairie State College are or will be offering specialty options to their students. College of Lake County is researching the feasibility of developing a youth apprenticeship program, and Kaskaskia College will be exploring the addition of a work-based component to its program. John Wood Community College is adding preparation for the Certified Electronics Technician examination to help their students become more competitive in the job market, and beginning in fall 1998, Triton College will require successful completion of the A+ certification examination or the Certified Electronics Technician examination in order to graduate with a certificate or degree from the college.

With the continuing advance of technology, it is critical that community colleges maintain state-of-the-art equipment; hence, high unit costs were reported by a number of colleges. Seven colleges noted recent additions of equipment. To offset the burgeoning cost of new technology, four colleges noted that they are seeking alternative sources of funding to purchase or update their equipment.

Telecommunication Electronics Technology. Four community colleges offer programs in this occupational area. Labor market demand appears to indicate growth, but enrollments are currently low at the community colleges reporting. As with other occupational areas in technology, the need to maintain state-of-the-art equipment is a challenge and forces the programs' unit costs to remain high and/or the college to seek alternative sources of funding.

Lincoln Trail College noted that its curriculum was revamped for the 1996-97 academic year based on industry input gained through the DACUM process. Moraine Valley Community College will be reviewing its curricular content in two years to ensure that it remains current with industry needs.

Biomedical Equipment Technology. Labor market demand in this occupational area is limited according to the two colleges reviewing programs. Although 100 percent of Richland Community College's most recent graduates are employed in their field, Oakton Community College, in a survey of graduates over the past three years, indicated that less than 40 percent of their graduates are employed in the field. Both colleges noted that courses associated with these programs overlap with those of the colleges' Electronics Technology programs. Unit costs for this occupational area are thus absorbed under the larger umbrella of Electronics Technology.

Computer Servicing Technology. Overall, students in this occupational area are experiencing excellent job opportunities. The College of DuPage reported many of their completers earn over $30,000 per year, while Triton College revealed an average entry level wage of $29,500. The 1996 *Occupational Follow-up Study* suggested that an hourly wage for this occupational area averages $13.65. As with other occupational areas in technology, the need to maintain state-of-the-art equipment is necessary and requires the colleges to seek alternative sources of funding.

All colleges noted the need to work closely with their local industry base to ensure that the curriculum remains current. College of DuPage has noticed an increase of students without a strong technical background which has resulted in the need to develop entry level skill courses to

prepare these students for the rigor of the program. Oakton Community College has organized its Local Area Network Engineering certificate to prepare completers to take the seven tests leading to Certified Novell Engineering certification.

Electromechanical Technology. Enrollments in Electromechanical Technology have increased during the review period from 56 in fiscal year 1992 to 100 in fiscal year 1996. Similarly, completions have increased from 4 to 12 in the same period. Both colleges submitting program reviews indicated good employment opportunities in this occupational area. Lake Land College indicated a 100 percent placement rate for its program completers. Black Hawk College is moving to strengthen ties with national and international marketplaces to increase employment opportunities for its students. Both Lake Land College and Black Hawk College are looking to provide work-based learning opportunities for their students.

Instrumentation Technology. Two colleges provide instruction in this occupational area. Enrollments have decreased somewhat from 136 in fiscal year 1992 to 105 in fiscal year 1996. Moraine Valley Community College recently revised its curriculum to combine two program concentrations, computer and electromechanical controls, into one degree in order to better prepare and broaden its students' abilities to find full-time, degree related employment. Black Hawk College is proposing the consolidation of its various electronics related offerings into a single associate of applied science degree and a single certificate to increase course enrollments, decrease competition between program areas, and improve cohesion within the degree and certificate areas.

Robotics Technology. Five colleges reviewed programs in Robotics Technology. Enrollment in this program area have declined nearly 50 percent from 219 in fiscal year 1992 to 113 in fiscal year 1996. *Horizons* indicates that this occupation will grow faster than the average and there is a slight shortage of supply to meet demand in Illinois. The 1996 *Occupational Follow-Up Study* corroborates this, with 83 percent of graduates who responded to the survey reporting full-time employment with higher than average wages. Three of the five colleges who submitted program reviews indicated their institutions have recently revised or will soon revise their curricula. The reasons for these revisions include:

- the need to meet changing technologies; and
- the need to broaden their students' level of training to more closely meet employers needs.

One college, South Suburban College, elected to discontinue its program. Triton College noted that it had established a partnership with Purdue University, made possible by a grant from the National Science Foundation, to create the Midwest Center for Advanced Technology Education.

Automated Manufacturing Technology. Seventeen colleges offer programs in this occupational area, with Moraine Valley Community College and Triton College realizing the highest enrollment of students, 49 and 115 respectively in fiscal year 1996. Labor market projections and job placements indicated a strong need for programs in this area. College of Lake County, Richland Community College, and Triton College reported excellent job placement of their programs' graduates (95 to 100 percent). Reasons for low to moderate enrollment at some of the colleges were cited as:

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- lack of visibility of the program within the college and throughout the community;
- lack of strong articulation with feeder high schools;
- need for more state-of-the-art equipment; and
- scheduling and/or attendance incentives to meet the needs of those currently employed.

It appears that several colleges have already worked toward alleviating some of these barriers to student enrollment:

- Kishwaukee College offers flexible scheduling to meet local needs of students and employers and has developed and implemented a recruitment plan that has resulted in an increase in enrollment.

- Two of the three machine tools at College of Lake County are from Mori Sieki, which have Fanuc operating controls used by 70 percent of the world market. The college has also purchased Mastercam software for its CAD/CAM Numerical Control class and is in the process of upgrading the computers in the programming laboratory with new processor boards and adding a Wire Electrical Discharging Machining (EDM) tool to the course curriculum.

- Richland Community College's curriculum is articulated with the district's high schools' Tech Prep curriculum, and the college has also articulated with a capstone program at Eastern Illinois University. A Technical Viewbook was developed that describes program requirements, job opportunities, skills learned in programs, advancement opportunities, and testimonials.

- Triton College offers state-of-the-art CNC equipment and an 18-station computer laboratory dedicated to manufacturing education and includes advanced CAM software, networking, and Internet capabilities.

Fashion Design/Coordination. Fashion Design programs are offered at two colleges, College of DuPage and William Rainey Harper College. Enrollments have declined from 274 in fiscal year1992 to 204 in fiscal year 1996, or approximately 25 percent. Likewise, completions declined over the same five-year period from 23 to 13, or just over 43 percent. College of DuPage reported an enrollment decline of slightly over 30 percent over the same period, which it attributed to changing economic conditions and the volatility of the fashion industry. *Horizons* indicates a slight surplus for this occupation and notes that nearly all job openings are in northeastern Illinois. The 1996 *Occupational Follow-Up Study* indicates that employment opportunities were favorable for respondents from this program. Of the eight who responded, five were employed full-time in a related job; the other three were unemployed by choice.

College of DuPage indicated that its relation to major fashion and merchandising corporations in Chicago is a strength of the program. Maintaining a stable enrollment in the program will be a priority for the college. William Rainey Harper College noted that faculty are well-educated and industry-trained and represent a program strength. In addition, the college has several 2 + 2 agreements with institutions in Illinois and other states. Program review indicated a need for CAD courses, and the college will begin offering them in 1997-98.

Paralegal Assistant. Four colleges reviewed Paralegal Assistant programs during fiscal year 1997. Enrollment in this program area has increased from 977 in fiscal year 1992 to 1165 in fiscal year 1996, or slightly over 19 percent. Completions have grown at an even greater rate from 113 in fiscal year 1992 to 148 in fiscal year 1996, an increase of nearly 31 percent. *Horizons* indicates a slight surplus for this occupation in Illinois, but puts it among the 50 fastest growing occupations in the state. Most employment is in large cities in major law firms. In addition, a growing number of individuals complete training programs in this field each year, indicating that competition for employment will be stiff. All four colleges indicated that the program will be continued with only minor improvements.

Three of the four colleges reported adequate enrollments and favorable placement rates for graduates. However, Black Hawk College reported that enrollments declined significantly in fiscal year 1996, due in part to limited employment opportunities in the college district. The college has expanded the region it serves by offering most of the courses in the program through the Western Illinois Educational Consortium in a distance learning format. In addition, students are advised that career opportunities will most likely require relocation to other metropolitan areas. Although placement rates are reported to be favorable by three of the colleges, the 1996 *Occupational Follow-Up Study* indicated that 90.4 percent of respondents from this program were employed full-time, but less that two-thirds (60.2 percent) were working in a related field. William Rainey Harper College indicated that there are increasing opportunities for graduates outside the traditional law office area, since the skills required are highly transferrable. In addition, both Harper College and Elgin Community College indicated that there is a national trend toward hiring graduates of four-year programs as paralegals, which may create an increasingly competitive job market.

Program enhancements reported by the colleges include the inclusion of computerized research course work at an early point in the program and the infusion of computerized legal research projects throughout the curriculum at Illinois Central College. William Rainey Harper College will work to increase student use of the Career Center to find employment and offer a seminar on "How to Get a Job as a Paralegal" at least annually. Both Harper College and Elgin Community College indicated the intention to pursue articulation with four-year programs. In addition Elgin Community College will recruit graduates of liberal arts majors to enroll in its post-baccalaureate certificate program. The college has also arranged with the Kane County law library to make its collection available to students in the evening, in exchange for an intern to staff the library.

Corrections. Nine colleges reviewed programs in Corrections during fiscal year 1997. Over the five-year review period, enrollments in Corrections programs have declined nearly 60 percent, from 480 in fiscal year 1992 to 198 in fiscal year 1996. However, completions nearly doubled during the same time period, from 11 to 20. *Horizons* indicates a slight shortage in the state for probation, parole, and corrections officers. The occupation is among the 50 fastest growing in Illinois, and jobs are projected to be plentiful. In addition, some postsecondary education is increasingly preferred by employers. Graduates of Corrections programs who responded to the 1996 *Occupational Follow-Up Study*, indicated a 86.7 percent employment rate, but slightly less than half of those employed were working part-time, and this group of graduates had the lowest rate of training-related employment.

Enrollment in Corrections programs seems to be at odds with labor market information regarding demand. At colleges where both Law Enforcement and Corrections programs are offered, students seem to prefer to enroll in Law Enforcement. Joliet Junior College and Southeastern Illinois College cited the inability to encourage students to major in Corrections as a weakness of the program, particularly since there are a number of potential employers in the college districts. At Triton, Corrections is a low-enrollment program.

Despite dwindling enrollments, eight of the nine colleges indicated that the program will be continued with only minor improvements, since there is a clear need for probation, parole, and corrections officers. Quality enhancements recommended include the increased use of computers and multi-media in classroom training, development of new ways of informing students about careers in corrections, and development of one or more courses that will match the recently endorsed model IAI curriculum for transfer. Spoon River College reported that the need for the certificate in Corrections will be reviewed. Finally, Harold Washington College has inactivated programs in Corrections. The program advisory committee feels there is a need for the program; however, the college does not have adequate resources to commit to reactivating courses in the program at the same time as the Public Police program is revitalized. During the coming year, information will be gathered on community probation services openings, salaries, educational requirements, and career paths. A decision on whether to reactivate or withdraw the program will be reported next year.

Law Enforcement. Thirty-nine colleges reviewed degree and certificate programs in Law Enforcement. This area represents the second-largest program reviewed during fiscal year 1997. Enrollments in Law Enforcement programs totaled 7758 during fiscal year 1996. That represents a slight decline from fiscal year 1992, when there were 8278 enrollments. However, the number of completers has increased slightly from 722 in fiscal year 1992 to 747 in fiscal year 1996. Of the colleges reporting, one reported that its Law Enforcement program is currently inactive, 7 reported enrollment declines over the review period, and the remaining 29 colleges experienced stable or increasing enrollments. It should be noted, however, that even though enrollments declined at some colleges, the programs are by no means considered low enrolled programs, with one exception. The program at John Wood Community College has consistently had less than 10 students each year. However, the college reported that there is also a transfer option in Law Enforcement, and when the two are considered together, enrollment for fiscal year 1997 is 77. Actions that will be taken by colleges that experienced declining enrollment include increased marketing and student retention efforts, curriculum up-dates and revision, and an emphasis on student advisement that makes students aware of expanding areas for employment in law enforcement.

Horizons indicates a slight surplus for this occupation in Illinois and projects that the occupation will grow at a slower than average rate in the state. However, this field is heavily dependent on the economy and public funding. The need for law enforcement officers has been given high visibility at national, state, and local levels, and funding to increase the number of officers in many areas has been made available. In addition, employers are increasingly giving preference to or requiring individuals to have a two-year degree, or at least some postsecondary training. Most of the colleges reported good to excellent placement rates for graduates and indicated that the labor market is strong. Among Law Enforcement completers who responded to the 1996 *Occupational Follow-Up Study*, 83.6 percent reported that they were employed full-time. However, slightly

more than half of those who were employed were in a job in a related field. Colleges were asked to respond to the high percentage of graduates that reported working in a field unrelated to their training. Two explanations shed some light on the matter. First, Illinois requires that candidates for positions as law enforcement officers be at least 21 years of age. Some students graduate before they are 21 and either find unrelated employment until they reach the minimum age or go on to get a four-year degree prior to seeking employment in law enforcement. Second, it is common for police departments to test job applicants and create an eligibility list. While applicants wait to be called from the list, they often find alternate employment. However, the high rate of unrelated employment reported by graduates of Law Enforcement programs is cause for concern. Colleges should continue to monitor this closely to insure that program capacity in this area is not exceeding labor market demand.

Thirty-six colleges indicated that Law Enforcement programs will be continued with only minor improvements. As noted earlier, one college, Kennedy-King College, indicated that the program is currently inactive. Both Prairie State College and Harry S Truman College reported that the programs will be continued with significant modifications. Nearly every college that reported noted the following as program strengths:

- dedicated, well-qualified part-time and full-time faculty,
- an active, committed advisory committee, and
- support from local law enforcement agencies.

Program articulation was frequently mentioned, both as a strength and as a concern. Many colleges noted strong articulation with one or more four-year institutions. This is appropriate, since there is a growing trend among law enforcement agencies to require a four-degree for promotion. Several colleges already offer a transfer degree in Law Enforcement or Criminal Justice, and at least two others, Lincoln Land Community College and Olive-Harvey College, indicated there may be a need to develop a transfer degree. Related, a number of colleges indicated a need to review and revise courses to align the curriculum as much as possible with the model transfer curriculum recently endorsed as part of the Illinois Articulation Initiative.

Examples of quality enhancements that have been or will be implemented as a result of the review of Law Enforcement programs follow. William Rainey Harper has added a new course, Community Policing, to the curriculum. At Danville Area Community College, the curriculum has adapted to current technological and social developments through the addition of course work via computer, Conversational Spanish, and Race and Ethnic Relations. A computerized investigation component will be added to the curriculum at Illinois Valley Community College. Kaskaskia College offered two required courses through distance learning, with an average enrollment of 56 in each class. At John A. Logan College, the Criminal Justice Department has developed a camp for high school juniors and seniors as well as high school faculty for the summer semester. The goals are to introduce students to the many facets of the criminal justice career and also provide the instructors with information that they can integrate in their high school classes. An agreement was negotiated between Moraine Valley Community College and the Northeast Multi-Regional Training, Inc. that resulted in the addition of a Mobile Training Unit of the Illinois Police Officers Training Board for part-time police officer training. Law Enforcement students from Oakton Community College participate in extra credit projects and

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volunteer community service activities such as tutoring county jail inmates, observing criminal court proceedings, job shadowing local police, and acting as "jurors" at mock trials.

Private Security Services. Nine colleges reviewed Private Security Services programs during fiscal year 1997. Statewide, enrollments in this program decreased slightly from 229 in fiscal year 1992 to 215 in fiscal year 1996. Completions have decreased from 27 in fiscal year 1992 to 10 in fiscal year 1996, or nearly 63 percent. It should be noted that the bulk of the enrollment in this program is at Moraine Valley Community College. Enrollments in the MVCC program have increased from 15 in fiscal year 1992 to 163 in fiscal year 1996. *Horizons* includes this occupation among the 50 fastest growing in the state. Illinois requires employees in this occupation to be licensed by the state. Licensure requires postsecondary training and experience.

Results of the reviews were mixed. Wilbur Wright College reported that its degree and certificates have been discontinued due to lack of student interest and static job market. Harold Washington College, on the other hand, currently has no students in the program, but the advisory committee recommended the development of an aggressive recruitment campaign to revitalize the program. At the other end of the spectrum, Moraine Valley Community College reported that enrollments are strong, placements for graduates are excellent, and the program is cost effective. MVCC will appoint a program coordinator and revise the curriculum to provide improved articulation with the Criminal Justice program. With those minor improvements, the program will be continued. In all, six colleges recommended that Private Security Services programs be continued with only minor improvements, two colleges recommended further review during the coming year, and one college discontinued the degree and certificate programs in the area.

Electrician. Ten colleges reviewed programs designed to prepare individuals to become electricians. During fiscal year 1996, 627 students enrolled in Electrician programs, and there were 65 completions. Belleville Area College and Prairie State College have by far the largest programs, with 218 and 179 enrollments, respectively. Enrollment in the remaining programs ranged from nine to 70. The number of students enrolling in this area has declined steadily over the past five years, from 1592 in fiscal year 1992. Belleville Area College reported that it reviewed one of the two programs it offers in this area in 1995, and chose to discontinue it. The college continues to offer a degree and certificate in Industrial Electronics. Both Olney Central College and Kaskaskia College reported that their programs are currently inactive. The only low-enrollment program, at Black Hawk College, is scheduled for further review during the coming year. The college reported that course enrollments increased in fiscal year 1996. However, a number of major apprentice programs in the area use Scott Community College in Iowa for training, due to low costs that result from an initiative of the State of Iowa that substantially subsidizes instructional costs for apprenticeship training. The remaining colleges indicated that Electrician programs will continue with only minor improvements.

Although enrollments have declined precipitously since fiscal year 1991, the employment rate for program completers remains excellent. Of the graduates that responded to the 1996 *Occupational Follow-Up Survey*, 98 percent were employed full-time, and 90 percent of those employed were in jobs related to their training. A frequent concern cited by the colleges is the low completion rate. Belleville Area College attributed this, at least in part, to the fact that some employers do not require the extra training needed to complete the program. The college will explore the development of a specialized certificate to address this concern. Lewis & Clark Community

College reported that 26 students in the past five years have completed all courses in the program, but none applied for graduation, since journeyman status is awarded by the Illinois Brotherhood of Electrical Workers. The college will increase attempts to identify completers and urge them to apply for graduation. Several colleges also plan to increase efforts to recruit recent high school graduates.

Electrical Electronic Equipment Repair, General. The 1996 *Occupational Follow-up Study* reported that only three graduates in this occupational area responded to the survey: one was employed in a related field, one was employed in an unrelated field, and one was unemployed but actively seeking employment. The *Occupational Outlook Quarterly* has cautioned that, because electronics products are more reliable and lower priced than in the past, the need for electronics equipment repairers is experiencing a reduced demand. It is not surprising, therefore, to note that three of the five colleges offering programs in this occupational area have elected to inactivate their programs. A fourth college reflects zero enrollment over the past three years, and the fifth college reflects a modest enrollment only in fiscal year 1996.

Communications Electronics. Twelve community colleges provide instruction in Communications Electronics; however, the program emphasis appears to vary from college to college, which has affected the level of success of the programs. Three community colleges reported that they have placed their programs on inactive status or have withdrawn their programs. These include the Electronics Occupations programs offered by Kennedy-King College and Wilbur Wright College and South Suburban College's Electronics Servicing. A fourth college, Illinois Central, will combine its Electronics Servicing program with its Microcomputer Repair program in order to develop a more broadly trained individual. Low enrollment was cited as the primary reason for the actions taken by these colleges.

On the other end of the spectrum, Belleville Area College, Lincoln Trail College, and Oakton Community College are seeing healthy enrollments in their programs. Placement data and local labor market information corroborate a continued need for the program. Belleville Area College intends to strengthen articulation with area high schools as one way to attract more students to this occupational area. Lincoln Trail College focuses on telecommunications, with graduates of its program experiencing multiple job offers. The college has recently revised its entire curriculum using the DACUM process and, through a $67,000 grant, has purchased emerging technology gear and upgraded existing laboratory space. Oakton Community College reported that, over the last three years, about 25 percent of the students in its Communications Systems Installer and Repairer program attributed an increase in pay or a promotion as a result of their education and another nine percent reported that the program qualified them for a first job in the field.

Nearly 90 percent of the 30 respondents to the 1996 *Occupational Follow-up Study* in the area of Communication Systems Installer/Repairer indicated that they were employed full-time, with over 85 percent in related jobs. Similarly, over 92 percent of the 30 Computer Installer/Repairer graduate respondents were employed full-time; however, only 60 percent were in related jobs. *Horizons* reports that the outlook for Line Installers and Repairers shows a slight surplus; however, this depends on technological developments, population growth, and the number of services that require transmission and distribution lines. The need for Computer Technicians appears to be level, yet competition may be keen in some areas.

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Computer Electronics Maintenance Repairer. Fifteen colleges provide programs in this occupational area. Statewide, enrollments in this program have increased dramatically from 171 in fiscal year 1992 to 988 in fiscal year 1996. *Horizons* projects average growth for this occupation, and cautions that many people prepare in this field and competition will be keen. Data from the 1996 *Occupational Follow-Up Study* appear to support this, as only three out of every five working graduate respondents were employed in a training-related job.

At the City Colleges of Chicago:

- Olive-Harvey College experienced a surge in its enrollment over the past two years and attributed the success to recruitment efforts of the City's School-to-Work and Tech Prep activities.

- Richard J. Daley College maintains low but stable completions and job placements. Through its new advisory committee, the college intends to develop a retention plan, marketing plan, and local labor market study, strengthen articulation with local high schools, and improve professional development opportunities for faculty.

- Wilbur Wright College elected to inactivate its program as a result of a reduction in student interest, staff analysis, and a declining labor market in its area.

Elsewhere in the state, Illinois Central College, Lewis & Clark Community College, and Prairie State college discovered that their local labor markets are in need of individuals with a broader base of knowledge. Prairie State College, therefore, designed its certificate program for entry level workers who can benefit from a minimum amount of expertise in hardware and software. Illinois Central College will be combining its Microcomputer program and Electronics Servicing program to produce a more well-rounded graduate, and Lewis & Clark Community College will be exploring the opportunity to design additional degree programs in computer programming, computer networking, PC servicing, and advanced certificates in Novell Netware.

Industrial Electronics. While declining somewhat over the past five years (1263 in fiscal year 1992 and 980 in fiscal year 1996), enrollment in this occupational area is substantial, with Belleville Area College, Kankakee Community College, and Richland Community College leading the way. Completion rates, however, are a concern to most of the colleges and range from 6 percent to 27 percent. Reasons cited for this disparity between enrollments and completions include:

- many students complete enough courses to gain entry-level employment;
- some students are already employed and are interested only in refreshing or refining their skills; and
- local employers use community college courses as part of their company training programs.

Regardless of the reason for low completion numbers, many of the colleges will be researching and developing retention plans targeting these programs because job opportunities appear to be available. Belleville Area College, College of DuPage, Joliet Junior College, Southeastern Illinois College, and John Wood Community College reported 100 percent placement rates of their

graduates. The 1996 *Occupational Follow-up Study* substantiates the colleges' success at placing graduates of these programs. It reports that over 98 percent of the graduates employed were in full-time positions, with 75 percent employed in jobs related to their field of study.

One avenue several colleges are pursuing to improve retention will be to study the feasibility of developing a short certificate program to add to their lists of offerings. Belleville Area College, Richard J. Daley College, Lewis & Clark Community College, and Parkland College included this recommendation. Two colleges will be strengthening articulation with local high schools and baccalaureate institutions, and others noted that they want to market to existing employees in order to upgrade their skills. Illinois Central College, College of Lake County, and Lewis & Clark Community College will be studying more flexible scheduling to meet the needs of these students.

Another challenge noted by several colleges is the need to maintain updated equipment. Richland Community College noted that, while laboratory and computer facilities are equipped with modern, state-of-the-art equipment and software, some of the equipment is becoming less reliable and will need to be replaced and others need to be purchased on a regular basis in order the keep pace with changing technologies. Richland and Parkland College will be seeking alternative funding to meet their colleges' equipment needs.

Major Appliance Repair. Three colleges are listed as offering programs in this occupational area, one of which, Harry S Truman College, indicated that its program is a recent addition to its line of offerings. Belleville Area College reported that its program is well-established and its local labor market needs indicated a shortage of qualified technicians; therefore, its graduates enjoy numerous job prospects. One of the challenges at Belleville is optimizing enrollment to supply the need.

Millwork and Cabinetmaking. Although many colleges offer coursework in this field, Olney Central College offers the only degree in Cabinetmaking in the state. The program is small, with 17 students enrolled during fiscal year 1997. The college reported that employment opportunities in this field are good. The 1996 *Occupational Follow-Up Study* indicated that of the three program graduates who responded to the survey, two were employed full-time in training-related jobs, and one was taking additional coursework. The college reported that the program currently is not cost-effective and serves a limited number of students due to an inadequate facility. The college will continue the program with minor improvements and recommends that the program be relocated to a larger facility.

Hospital/Health Facilities Administration. Illinois Central College was the only college that reviewed a program in Hospital Health Facilities Administration. *Horizons* indicates that faster-than-average growth is projected for this occupation, but cautions that large numbers of people are completing programs in this field, and competition for employment is keen. The college reported that demand for graduates has increased. Both enrollments and completions have remained stable over the five-year review period. The college will continue the program with minor improvements, which include a survey of community needs, an upgrade of the curriculum, and the addition of a geriatric course.

Health Unit Coordinator/Ward Clerk. Lewis & Clark Community College was the only college that reviewed a Health Unit Coordinator/Ward Clerk program. The college offers a certificate of

completion in this area that prepares students for an entry-level position in a short period of time. Labor market information indicates demand for this occupation is adequate. The college indicated that program completers report that competition for jobs is high, although few reported using the college placement office. The college will continue the program with minor improvements, including additional instruction in medical terminology and more varied computer experience.

Medical Records Technology/Technician. Nine colleges reviewed Medical Records Technology programs. In fiscal year 1996, 443 students were enrolled in programs in this area, a decrease of about 4 percent from enrollment levels in fiscal year 1992. By contrast, there were 92 completions in fiscal year 1996, which is an increase of slightly more than 15 percent over fiscal year 1992. This may be a reflection of a growing preference among employers for individuals who have completed an associate degree program in the field. It should be noted that the program at Illinois Central College is a completion program in which students take general education courses from the college and the remaining courses through independent study from the American Health Information Management Association. The college review committee recommended continuation of the completion program, as opposed to offering the entire program.

Employment of medical record technicians is expected to grow faster than average due to rapid growth in the number of medical tests and procedures, as well as increased scrutiny of medical records. Not surprisingly, all of the colleges indicated that enrollments have been steady or gradually increasing, and placement rates are excellent. Results from the 1996 *Occupational Follow-Up Study* indicate that 92.6 percent of the program graduates who responded to the survey were employed in a field related to their training. Moraine Valley Community College reported that last year, composite scores of program completers who took the national certification examination ranked number one in the country.

Medical Records Technology programs rely heavily on computer technology. One of the program needs most frequently cited by the colleges is the need to continuously upgrade computer laboratories. Five colleges reported that computer labs were upgraded during the past year, or will be upgraded during the coming year. College of Lake County plans to establish a joint computer lab for medical records and nursing programs that will be state-of-the-art. Oakton Community College was able to acquire software for the program valued at over $13,000 in exchange for offering the use of college facilities to the American College of Surgeons for their twice annual two-day training program. Another area of concern expressed by College of Lake County and Moraine Valley Community College is the identification of an adequate number of clinical sites. Due to recent downsizing trends, many hospital employees are too busy to provide the interaction a clinical experience requires. In addition, since many graduates are finding employment in non-hospital settings, such as insurance companies and physicians' offices, colleges have attempted to identify similar clinical sites, which has proved difficult.

In general, all of the colleges reported that Medical Records Technology programs enjoy knowledgeable, dedicated faculty, up-to-date curricula, and a high degree of employer satisfaction with program graduates. All of the colleges plan to continue the programs with only minor improvements.

Medical Transcription. One degree and 18 certificate programs in Medical Transcription were reviewed during fiscal year 1997. Five colleges reported stable enrollments, while six colleges

reported that enrollments have declined and/or are low. Only one college, Illinois Central College, reported enrollment growth in this program. In all, 678 students were enrolled in Medical Transcription programs and 80 students completed during fiscal year 1996. Data from the 1996 *Occupational Follow-Up Survey* indicate that 82.8 percent of program graduates who responded to the survey were employed. However, only three-fourths of them were employed full-time, and a similar proportion were employed in a related field. *Horizons* indicates a balance for this small occupation in Illinois, but points out that rapid growth of medical procedures and a growing use of computers to manage information should lead to increased demand for medical transcriptionists. With the exception of Olney Central College, all colleges that reviewed Medical Transcription programs plan to continue them with only minor improvements. At Olney Central College, a certificate program for the International Disease Classification System will be established, and corresponding coursework will be required in the Medical Transcription program, which is scheduled for further review in the coming year.

Several colleges are planning or have implemented enhancements to their programs in this area. Both John Wood Community College and Elgin Community College offer several courses in the program in an open entry/open exit format that allows students to tailor their class schedules and move at their own pace. Shawnee Community College has offered a medical terminology course via interactive video, and plans to increase the number of courses in the program that are offered in this format. South Suburban College is considering developing a linkage between its court reporting and medical transcription programs to develop alternative employment opportunities for students in both programs. To provide students with "actual" transcription experience, John Wood Community College uses a new transcription program that provides live dictation, complete with background noise. Similarly, William Rainey Harper College uses actual dictation from local physicians, after deleting actual patient information.

Business Computer Programming/Programmer. All community college districts in Illinois have degree and/or certificate programs in Business Computer Programming/Programmer. In all, there are 57 degrees and 77 certificate programs offered at community colleges. *Horizons* forecasts balance for this occupation in Illinois, and indicates that nationally, and in Illinois, employment for computer programmers is expected to grow about as fast as the average for all occupations through 2005. However, rapid growth in employment opportunities has led to increases in the number of courses in programming offered and as a result, employers have become more selective. The *U.S. Department of Labor, Bureau of Labor Statistics* and *America's 50 Fastest Growing Jobs* are more favorable suggesting that the fastest growing computer career positions through 2005 will be systems analysts, computer programmers, and computer repair technicians. Of 285 responses in the 1996 *Occupational Follow-Up Study*, 70 people had employment prior to program entrance, 87 began a position during the program, and 128 began a position after program completion. The average hourly salary earned by 222 responding graduates was $13.13.

At Richland Community College, the shift in the U.S. from a manufacturing economy to an information economy coupled with an exploding computer technology, points to even more dramatic increases in the need for computer programmers. Employees from Illinois Power, ADM, Caterpillar, Staley's and other firms in the area take these courses to remain state-of-the-art in the computer technology area. Employees are upgrading current job skills or preparing for promotion. Other degree seekers (more than half) find employment prior to completion of the degree program.

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Carl Sandburg College suggests that locally, regionally and nationally, labor market demands significantly outpace the number of graduates with skills in a particular program, IBM AS/400 midrange computer. The college is responding to that demand and to date has a 100 percent job placement rate for completers. While Carl Sandburg College is having success with IBM AS/400, for Triton College, this is a high cost and low enrollment certificate program which is being considered for "inactive" status. Triton is initiating a new certificate program in response to changes in the computer workplace in their area with the PC End User Support Specialist, Network Management program. Parkland College is hoping that the addition of two new program options for fiscal year 1998, Visualization Computer Graphics Specialist: Graphics Programmer and Visualization Computer Graphics Specialist: Graphics Animator, will attract graphics students who are less interested in mathematics and programming. The college is also hoping to add a Webmaster option. At Joliet Junior College, additional hardware has been purchased to allow students to learn how to set up a local area network, build a Pentium class computer, and install and set up a telephone modem.

Shawnee Community College recently held the second annual **Technology Day** for high school Tech Prep students; a homepage was established for the event. Parkland College has been working to provide computer access in all classrooms. This has added new possibilities and another dimension to their lecture/discussion classes. Multimedia (including video and sound) is being added to several courses including Internet and their new open-entry/open-exit courses. Oakton Community College has organized its curricular "market" into three areas with specific courses planned to meet the particular needs of each segment: (l) persons needing computer literacy, (2) professionals needing retraining in new applications, and (3) students seeking employment upon completion of the CIS degree program. At the College of Lake County, the CIS program is constructed to enable a student, after having demonstrated competencies, to graduate with two career specialties, resulting in greater employment opportunities for graduates.

Heartland Community College students are now required to use the Internet for research projects. Harold Washington College has added an administrator who has initiated the upgrading of equipment and software and seen to the timely repair and replacement of equipment Lewis and Clark Community College is working with other community colleges and an area employer to offer students training, cooperative work experience, and placement in Oracle programming. Kankakee has joined with Corporate and Continuing Education to plan joint offerings.

The vast majority of colleges cite low numbers of completers as the major program concern. In fiscal year 1996, unduplicated enrollments statewide totaled 9,077 while completers totaled 653. In fiscal year 1995, the figures were 9,451 unduplicated enrollments with 795 completers. Reasons for low completion rates cited by the colleges are:

- the expense of hardware and software to stay current
- the need for a tracking system for job placement
- the need for a work-based component
- short-term training meets student/community needs
- curriculum needs improved articulation with school or universities
- mainframe and PCS training is needed
- constant revision of curricula is needed to stay technologically current

Business Systems Networking & Telecommunications. For fiscal year 1996, 164 students were enrolled in Business Systems Networking and Telecommunications programs. Several of the programs are new since this continues to be an emerging field.

Belleville Area College's program offers instruction at over 22 sites within the district. Hardware and software mirrors that which is used in the workplace. The department is currently engaged in adding distance learning capabilities. At Moraine Valley Community College, the Computer and Local Area Network Technology program is a new offering since 1995. A strength of the program is hands-on electronics experience in addition to the computer related hardware skills which provides students with advanced skills. Illinois Valley Community College also has a new Computer Networking certificate and is experiencing the challenges of a new offering. Labor market demand is evident; marketing efforts include a special brochure and media attention in the coming year. During 1996, the college Career Planning and Employment Services office posted 130 jobs related to computer network administration. One-hundred sixteen of these jobs were full-time; eighty-five were located in central Illinois. Salaries paid graduates nearly doubled from $12,480 in 1994 to $23,296 in 1996. All these programs cite the higher level of knowledge and skills required to complete the programs as a major hurdle to overcome. They also are concerned that the number of students completing 100 percent of the coursework is decreasing. Another area of concern is articulation with the four-year programs. Parkland College is recommending a study to determine: (1) what courses students are dropping when they do not complete all the courses they begin; (2) what advisement measures should be in place; (3) a review of university-level programs to make sure students are prepared to transfer; and (4) using alternate methods of delivery such as distance learning to meet demand.

Business Computer Facilities Operator. Half of the completers (10 of 20) in Business Computer Facilities Operator programs graduated from Danville Area Community College in fiscal year 1996. Danville's program is highly supported by the business community. A strong point of the program is that occupational competencies have been developed for each course as a method of supporting institutional guarantees for the graduates. Employers are now able to see a list of skills and competencies that a graduate will possess for each course successfully completed. Black Hawk College cites a 100 percent placement rate for graduates according to a departmental survey of 1989 - 1994 graduates conducted in late1994. All are employed in full-time positions with an average starting salary of $25,000. Graduates from prior years have been promoted to systems analysts, network specialists and information systems managers.

Academic Program Review. Rules governing the Illinois Community College system require institutions to review academic programs at least once within a five-year cycle; however, colleges determine when such reviews take place. Each year a broad array of innovations and program improvements are reported. In their fiscal year 1997 reports, colleges noted continuing advancements in technology including expanding offerings through distance learning, installing computer networking capabilities to provide students with collaborative learning experiences, using the Internet, and adding sophisticated software packages to enhance learning. Reports described various college-sponsored initiatives for the benefit of the community. Nearly every institution reported adding or revising courses to coincide with recommendations of Illinois Articulation Initiative panels. Several added new associate in fine arts or associate in engineering science programs. Specific examples of innovations, major changes, and improvements to academic programs appear below.

Communication. Rend Lake College is upgrading and networking computers in writing labs, providing Internet access, CD ROM and collaborative writing capabilities. Faculty at Spoon River College set a goal of computerizing instruction for all COM 101 classes. At John Wood Community College, a faculty member from communications and one from literature were granted released time to develop portions of English 101 and 102 over the Internet. Prairie State College assigned remedial courses in English and reading to the English and Communications Department to provide a stronger connection between developmental and college-level coursework. Parkland College continued expansion of on-line and interactive video speech courses.

Humanities. Richard J. Daley College combined its humanities and social science departments to increase effectiveness and organizational efficiency. College of Lake County reported progress in teaching humanities courses in an integrated, interdisciplinary format. A new art gallery at Oakton Community College provides an excellent facility for displaying student and faculty art exhibits, traveling exhibitions and private collections. Parkland College is establishing a training program to enhance art gallery tours and considering adding a fund-raising committee to help support gallery events. Prairie State College successfully combined English 101 and 102 courses with Humanities and Speech courses as part of an honors program. College of Lake County's philosophy department noted a 20 percent increase in enrollment. The department implemented costume debates in order to present philosophical material in a nonlecture format. The debates are viewed by 150-200 people and include media coverage which provides numerous promotional benefits. "The Philosophy of Star Trek" is a tandem course at Lake County which uses *Star Trek: the Next Generation* as a heuristic device to begin a discussion of philosophical topics such as free will, sentient beings, rights, metaphysics, epistemology, ethics, political and feminist theory. Shawnee Community College's music department hosted a regional choir for area high schools, a spring musical review, a community-wide Easter Cantata with choirs from area churches and the Shawnee Community College Choir, a Christmas madrigal, and a fall and spring musical production including children's theatre. Richland Community College's music department uses textbooks for music appreciation which include text-keyed samples on CD, allowing student exposure to a broader range of works. Malcolm X College reports that a decision was made to withdraw all theatre classes. Illinois Central College has infused innovative aspects into a performing arts program by incorporating dance for persons who are wheelchair-bound, involving community arts groups and area dancers in productions, performing newly composed music including compositions by Illinois composers, and offering lecture/demonstrations/performances for public school students. In the area of African American Studies, Olive-Harvey College hosts a Black Studies conference each year and students in African/American classes at Richland Community College assisted in making a quilt and presenting it to the community at a Kwanzaa ceremony which elementary school children and community groups attended. Presentations and readings also were a part of this event which is becoming a Richland Community College tradition.

Behavioral and Social Sciences. At Lincoln Land Community College, 80 percent of introductory-level sociology classes are taught in a computerized classroom which has served as a model for other institutions in the system. A high level of critical thinking results as students test theories and analyze sociological phenomena in sophisticated ways. Parkland College developed a plan for marketing and staffing a Center for Social Research. College of Lake County is developing approaches to improve computer literacy for sociology students by incorporating word processing, basic programming, the use of e-mail and Internet applications for students.

A new political science course at John A. Logan College entitled, "Latin American Civilization," will be team taught by one instructor from social science and one from humanities. Both instructors speak Spanish and have lived in Latin American countries. College of DuPage reports that computer technology is being used by the history department to generate maps that are more up-to-date and specific, as opposed to the old-style wall maps. Lincoln Land Community College reports that its Political Science Model United Nations Program allows students to visit numerous politically significant parts of the world and interact with important, and sometimes controversial, statesmen. In addition, students participate in simulations in different countries. Recently, an invitation was extended to LLCC by Harvard professors to represent Vietnam at a simulation in Budapest, Hungary.

Physical and Life Sciences. Harold Washington College's biology faculty collaborated with physical science, math, and engineering instructors to hold an open house for high school students to introduce them to the fields of science and engineering. As part of the event, HWC faculty gave tours of lab facilities and stimulated discussion through demonstrations in microbiology, anatomy, and general biology. In addition, HWC is a partner with Chicago State University in *Project Champ*, a program that identifies and supports minority students pursuing degrees in math, science, and engineering. Parkland College will explore the possibility of establishing an Institute for Science Education in cooperation with elementary, middle, and secondary schools in its district and continue to develop and implement departmental classroom assessment, technology, and cooperative learning. Based on research by the University of Florida, the College of Lake County plans to improve advising so students who decide not to pursue pre-medicine, pre-pharmacy, or other similar health education tracks are exposed to alternative programs in allied health, biology, or other life sciences. At CLC, an experimental section of Environmental Biology has a strong writing-across-the-curriculum component which requires library reading assignments instead of a textbook, bi-weekly written reports, and a major book report. Both Rend Lake College and Danville Area Community College implemented ADAM CD ROM software into anatomy/physiology classes. Heartland Community College developed a biology refresher course for allied health majors and converted an existing chemistry lab to microscale. Highland Community College plans to create a developmental science course involving several science disciplines; investigate the value and use of a science placement test; and include information in orientation sessions regarding the expectations of students in science courses. In chemistry, College of DuPage is using animation to assist students with learning. McHenry County College added a second chemistry lab, developed a central purchasing plan, and implemented an effective procedure for the safe and timely disposal of waste materials. Moraine Valley Community College acquired a new gas chromatograph for its chemistry lab through an advanced technology grant. Lake Land College increased use of computer and worldwide web applications in all courses for science majors.

Math. Harold Washington College instituted a pilot program for tutoring students in beginning Calculus and Analytic Geometry courses to improve retention rates. HWC faculty assumed a leadership role in forming the Science, Math, and Engineering Recruitment Committee with colleagues in Physical and Applied Science departments, and participated in an open house for high school seniors. The HWC math department has been working in partnership with the Allstate Foundation since 1995 to identify minority students who have strong math skills and are interested in pursuing a career in Actuarial Science. Danville Area Community College will serve as a training center for math and science teachers. The math department developed a statistics course

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that incorporates instruction via the Internet and both Danville and Kaskaskia report plans to replace FORTRAN with C++. Lincoln Land Community College implemented a new college-wide policy authorizing strict enforcement of prerequisites as of fall 1997 because at least one-quarter of students enrolling in transfer courses are not adequately prepared, and as a result, do poorly. At Prairie State, the math department developed mastery objectives for each of the large enrollment sequential algebra courses that are offered and require that final exams include questions that are directly linked to these objectives. After semester exams are over, an analysis is performed and faculty are informed which objectives are being accomplished (by department) and which objectives need additional emphasis. With this feedback instructors are able to adjust their teaching to ensure better and more uniform instruction for all mathematics students. Rend Lake College formed a study group to determine what sections and modes of math instruction have high noncompletion rates. RLC will investigate the possibility of a joint effort with other community colleges to offer linear algebra via distance learning.

Adult and Developmental Education Review

Adult Education. Black Hawk College, Olive-Harvey College and McHenry County College reviewed adult education program components during fiscal year 1997. Black Hawk College's English As A Second Language (ESL) program is thriving. According to the Bureau of the Census and Bureau of Immigration and Naturalization statistics for April 1996, there were 6,636 adults between the ages of 16-64 living in Black Hawk College district households in which English is not the primary language. To address the needs of this constituency, the college held two focus group sessions to receive feedback from students and learned that students enjoy the classes and feel that the teachers are very good. The Black Hawk College ESL program recently won a national award for comprehensive programming from the *American Council on International and Intercultural Education.*

Research at Olive-Harvey College shows that of the 400,000 residents in 16 communities in the surrounding area, 60,000 do not have a high school diploma. Adult education enrollments have increased 25 percent in the last year, primarily in the 16 - 19 year-old age group which is posing student retention concerns. The college is responding by enhancing the support services to the 11 off-campus sites since teachers are part-time and out-of-class availability for students is limited. McHenry County College's Academic Success Center reports that the new Career Advancement Program component has proven to be an excellent means of assisting high-risk students to make the transition from adult education to collegiate-level study. This achievement is made possible, in part, by the ability of the Academic Success Center's faculty to shift between Center instructional activities and standard classroom instruction in the English and speech disciplines.

Developmental Education. A variety of delivery systems and variable entry points are recognized strengths at the seven colleges that reviewed developmental education programs. An area of concern expressed throughout the reviews is the need to improve systematic tracking of students to determine effectiveness of instruction. College of DuPage is working to develop success indicators in the coming year. Carl Sandburg College has received a TRIO grant which will help support the program by serving first generation (in the U.S.) students. Heartland Community College has implemented an Academic Support Center for tutoring, study groups, as well as math anxiety workshops, and uses Converge and Derive software to enhance mathematics classroom learning. Triton College uses a unique writing assessment system with the entire English/Rhetoric

department serving as readers to assess the writing skills of all students enrolled in developmental writing. Based on these readings, students are either retained in developmental writing or are admitted into college-level Rhetoric courses. Morton College has a growing immigrant population from Mexico and other Latin American countries, plus increasing numbers of recent high school graduates who do not place into college-level courses, which has increased their enrollments. A collegewide developmental studies task force, established by the college president, is assessing this curriculum and coordinating efforts with the Assessment Center and other college units (adult education, special populations, etc.,) to continuously improve the program. Danville Area Community College added three new developmental mathematics courses which provide a systematic review of basic mathematical concepts and operations. Enrollment growth prompted the college to look for new classroom space in order to maintain an 18 to 1 student/instructor ratio. Southeastern Illinois College Developmental Education and Learning Laboratory recently provided computer lab renovations which have enhanced the program. An area for concern cited by the colleges is the attrition rate of students which several will be addressing in the coming year.

Student and Academic Support Programs Productivity and Quality Enhancements. Illinois community colleges place a high priority on providing a quality teaching/learning environment for students, as evidenced by their priorities statements for fiscal year 1997. Specific goals and initiatives detailed within the priorities statements emphasized a broad array of current and planned initiatives in the area of student and academic support services, all of which related to providing students with the personal and academic support they need to succeed in their programs of study, as well as a social and physical environment that promotes learning and personal growth. In all, 375 academic and student support initiatives were reported this year, some of which are highlighted in the following paragraphs. The colleges' reports also reflected a continuing commitment to the principles of the Priorities, Quality, and Productivity initiative. Enhancements made in the area of Student and Academic Support Services resulted in $140,000 being redistributed to higher priority programs and services over the past year and $620,000 in long-term reinvestments.

Library. Libraries and Learning Resource Centers (LRC) were reviewed by nine colleges. All reported enhancements related to technology, and some reported the addition of staff to assist and/or train students, faculty, and staff in the use of new technology. At the Quad Cities Campus of Black Hawk College, the entire campus community has access via the Internet to magazine and journal indexing as well as the Electronic Reference Shelf. In fall 1997, complete electronic catalog and resource tools will be operational at Wright College. Several colleges reported adding new databases for research, purchasing additional computer workstations, and increasing electronic journal services. Harper College created a new Instructional Assistant position and established a bibliographic instruction classroom.

Admissions and Records. The colleges' priorities statements indicate that high priority is placed on efficiency and customer service. Twelve colleges reviewed the admissions and records function. All reported enhancements to this area that involved the increased use of technology to increase efficiency and be more customer friendly to students. For example, Joliet Junior College installed student kiosk terminal units to allow students to access and print their schedules and other materials supportive of the registration process. As a result of its review, Harold Washington College developed the objective of substantially reducing processing time for producing and sending student's academic transcripts in the college's annual plan. McHenry County College

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plans to add additional touchtone registration lines and implement a computer-assisted degree audit system. An integrated computer is being installed at Elgin Community College to facilitate registration, and the college has instituted "On the Spot Enrollment Verification" to give students immediate verification of enrollment for third parties, such as insurance agencies. Both Kennedy-King College and Oakton Community College have incorporated an optical scanning system for student academic records to facilitate preparation of transcripts and give counselors instant access to student records for advising purposes. Spoon River College combined the Financial Aid, Admissions, and Records departments into an Enrollment Services Department. Staff were cross-trained in order to offer a convenient one-stop shop for students.

Counseling/Advising. Seven colleges reviewed counseling and advising services. These are critical services for student success, and the colleges reported a number of enhancements to the services they offer. At Triton College, advisors and counselors are used as "Team Leaders" for admissions and orientation events, counseling workshops have been expanded to maximize student participation, and walk-in counseling hours have been expanded. Moraine Valley Community College faculty provided leadership in developing a one-credit-hour freshman seminar course. In addition, to improve high school to college transition, counselors "adopted" 13 public and 7 private high schools and mailed the first "Counseling Connections" newsletter to all counselors in these schools followed by a personal phone call. An additional counselor will be hired at Richard J. Daley College, and at Harold Washington College, the counseling department will mail "Request for Appointment" forms for all students completing 15 credit hours, directing them to make an appointment with a counselor to evaluate their academic progress. The Personal Counseling program at Harper College provides psychological services to students. Innovations in service delivery through preventive programming and institutional outreach to students, faculty, and administration have constituted major improvements in the program.

Career Planning and Job Placement. At Black Hawk College, a cross-functional workforce preparation team was formed that included collegewide representation and the Workforce Employment and Training Center in Moline. The team worked toward the goal of establishing an internal/external network and integrating services into collegewide initiatives. Heartland Community College also reported participation with the local Illinois Employment and Training Center in "One Stop Shop" activities. Media materials describing the steps to successful transfer were developed by the Career Planning area at Richard J. Daley College. Several colleges indicated that they have or plan to make information about job opportunities available through the Internet, campus networks, and local One Stop Shops. Both Lake Land College and Wilbur Wright College surveyed students and staff to determine satisfaction with career and planning services. Finally, several colleges reported increased outreach efforts, through events such as job fairs and workforce development fairs.

Financial Aid. Fourteen colleges reviewed financial aid services. Increasing awareness among students concerning financial aid requirements and time lines was an area in which several colleges reported enhancements. For example, Morton College conducted Financial Aid Workshops, developed forms and brochures to help students better understand their rights and responsibilities as recipients of financial aid, and increased financial aid advising hours to assist students with the completion of financial aid forms. In addition, a Financial Aid Scholarship Handbook has been designed to increase students' awareness of Morton College scholarships. Olney Central College plans to provide both day and night informational sessions during February for high school

students and their parents. A second common area in which colleges reported enhancements to financial aid services was the use of technology. Several colleges reported adding software packages to manage financial aid information, as well as implementing electronic processing to allow more timely transmission of application forms and faster disbursement of financial aid to students. For example, both Frontier Community College and William Rainey Harper College reported being directly connected to the Department of Education via computer to provide a quicker flow of information. In addition, Harper College and Spoon River College implemented electronic certification of applications for Veteran's Educational Benefits directly to the Department of Veterans Affairs. Harper College reports that turn-around time was reduced from 8-10 week to 4-6 weeks. At Oakton Community College, a scholarship data management system is used to track applications and recipients and to generate reports with data relevant to scholarship awards.

Health Services. Four colleges reviewed health services and reported numerous enhancements, mostly centered on awareness, prevention, and wellness programs. Illinois Central College sponsored a mock crash to dramatize the consequences of driving drunk, and the "World's Second Largest Sober Party" which was attended by over 400 Illinois Central College and area high school students. The College of Lake County maintains an active relationship with the Lake County Health Department's Community Health Partnership Childhood Immunization Program and Violence Intervention Prevention Task Force, and sponsored health and wellness fairs and activities in collaboration with the Health Department's In-Touch/Prevention office for drug and alcohol awareness programs.

Athletics. Four colleges reviewed athletic programs, and all indicated actions that have been or will be taken to improve the academic success and retention of student athletes. William Rainey Harper College is in the process of establishing a comprehensive mandatory student-athlete orientation program, utilizing various college support services. Additionally, a revised academic monitoring system, combined with personalized counseling, will be implemented to enhance student athletes' academic success. An Athlete Monitoring program also has been successfully implemented at Illinois Central College. Joliet Junior College recommended that an approach be developed for coaches to put emphasis on academic retention rates. Triton College staff are in discussions regarding the best use of the advising/counseling staff to assist athletes with establishing long-term academic plans.

Student Organizations. Student activities are an important part of the teaching/learning environment. Through participation in student clubs and organizations, students achieve personal and social growth and develop a feeling of being connected to the campus and the community. For example, Shawnee Community College indicated that students participated as volunteers in a number of community awareness activities, such as providing Halloween candy for children in the local women's shelter, preparing Thanksgiving food baskets for area families, and participating in a Christman toy drive. In addition, students participated in and assisted with numerous annual and seasonal student activities. The Student Government Association at Kennedy-King College advertised and promoted monthly recreational/intramural activities with positive results, and identified potential resources for sponsorship of additional student activities and events.

Services for Students with Special Needs. Three colleges reviewed services for students with special needs. Heartland Community College reported that a full-time disability services specialist

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with a background in learning disabilities will begin in fiscal year 1998 to better serve the needs of students with disabilities, as well as to aid classroom instructors in making appropriate accommodations for students. The Special Needs Office at Harry S Truman College implemented an Early Warning System to alert students to the need for academic assistance during the fifth week of class. In addition, beginning in the fall 1997, Special Needs Office staff will implement Test-on-Wheels to visit high schools to test prospective college students. Lewis & Clark Community College is in the second year of a three-year project called Supported School-to-Work that serves students with developmental disabilities.

Overall Academic Productivity. The colleges' reports provide evidence that assessing key factors in the achievement of overall academic productivity is an ongoing process. Colleges regularly review areas such as the scope of offerings; faculty staffing patterns, workloads, and qualifications; staff development opportunities; and the efficient, effective use of resources to support the academic function of the institution. Increasingly, the colleges are using the strategic planning process to provide a holistic approach to institutional assessment and optimal use of resources. This year, colleges listed over 280 initiatives implemented to enhance the quality and productivity of the overall academic function. These initiatives resulted in $2.1 million in short-term reallocations and a projected $7.35 million in reinvestments over a five-year period. Major results of the reviews are summarized in the following paragraphs.

Staff Development. Human resources are as critical to the success of the academic function as the fiscal resources that support it. College policies recognize this and provide professional development opportunities for faculty and staff to keep pace with academic content and instructional and assessment techniques. The major thrust of professional development activities during fiscal year 1997 was the provision of training in the use of new technologies, both in the curriculum and for instructional delivery. As noted earlier, technology is a priority that is evident throughout the colleges' reports. Extensive information regarding technology training provided by the colleges can be found in previous sections of this report that address the use of instructional technology and faculty development, as well as interspersed in other areas of review. In addition to providing training in instructional technologies, colleges provided faculty and staff with a broad array of professional development opportunities. For example, Belleville Area College participated in its first international faculty exchange during fiscal year 1997. At Danville Area Community College, faculty and staff visits to " best practice" sites are supported, and the Part-Time Faculty Academy presented a variety of lecture and workshop sessions for part-time faculty. A fund for Teaching and Learning Mini-grants was established at Harper College to be used to fund professional development activities that include developing new courses or new course materials. At Richland Community College an endowed faculty development program is supported through the college's Foundation. The program awards faculty applicants expenses and salary to develop projects that will have immediate impact on their classes.

Scheduling. Community colleges serve a diverse group of students, and developing schedules that are responsive to the needs of all students is a constant challenge for the colleges. All of the colleges review academic calendars on a regular basis and make modifications and changes when unmet needs are identified. Twelve colleges reported initiatives to make academic calendars more responsive to students' needs. Seven of the twelve expanded evening and week-end class offerings. Hours of operation were expanded for student and academic support services, such as computer labs, libraries, and child care, at Olive-Harvey College, Morton College, Southeastern

Illinois College, and Sauk Valley Community College. Several colleges made adjustments to academic terms. For example, Richard J. Daley College and Harold Washington College delayed the beginning of summer term by three weeks to enable recent high school graduates to enroll in classes. Both Joliet Junior College and Morton College added short summer terms, and Black Hawk College and Moraine Valley Community College introduced winter intersessions. Flexible learning options including an increased number of short-term courses, open entry/open exit courses, and accelerated degree options were utilized by Moraine Valley Community College, Black Hawk College, and William Rainey Harper College.

Staffing/Organizational Changes. Colleges use the review process to determine if changes are needed in staffing patterns and/or organizational structure to optimize the use of resources and overall academic productivity. Several colleges indicated that a number of faculty retirements presented the opportunity to allocate new faculty positions in programs with greater needs. In addition, the strategic planning process was once again evident, as seventeen colleges reported organizational changes intended to group similar functions together to maximize resource sharing. For example, at Oakton Community College, credit and non-credit functions were brought together under one umbrella to avoid duplication of offerings. Lincoln Land Community College consolidated Academic Services, Community and Economic Development Services, and Student Services into the Division of Education of Student Services.

Administrative Productivity and Quality Enhancements. Enhancements within administrative functions reflect the priority the colleges place on strategic planning and the efficient, effective use of resources. As the colleges increasingly engage in institution-wide planning, a number of initiatives have emerged that allow savings through economy of scale. Additionally, a number of cost-saving organizational changes have taken place. Efficient use of energy also remains an area targeted for savings. In all, the colleges reported over 360 administrative initiatives that resulted in short-term reallocations of approximately $3.25 million and the potential for five-year reallocations in excess of $16 million.

Economies of Scale. Colleges reported initiatives in the areas of technology, marketing, and insurance that consolidated purchasing procedures to create savings due to economy of scale. For example, Belleville Area College developed standard computer hardware specifications that allow the use of master bids. The college expects $25,000 will be saved annually as a result. The college also joined a regional insurance cooperative that may save over $140,000 annually in insurance costs. A blanket order process for computer equipment was established at the College of Lake County, with resulting unit price reductions that may save up to $200,000 per year. Black Hawk College intends to develop and implement a marketing plan that will standardize promotional materials, avoid redundancy, and reduce costs by enabling the college to procure year-long bids for some production work.

Organizational Enhancements. A number of colleges consolidated or reduced administrative positions to increase efficiency and/or reduce costs. Danville Area Community College, Lake Land College, the College of DuPage, Illinois Central College, and John A. Logan College all made dollars available for reallocation by streamlining administrative functions and consolidating or eliminating positions. Other colleges reassigned administrative responsibilities to optimize efficiency. Richland Community College reorganized several units to eliminate duplication and overlap of assignments. Similarly, Shawnee Community College reviewed the organizational

structure and restructured to provide equal distribution of administrative responsibilities among key administrators.

Energy Consumption. Colleges continue to look for opportunities to reduce energy consumption at their facilities. This year, the College of DuPage implemented a chilled water retrofit project to enhance efficiency and improve the comfort level in buildings on the campus. The college projects an annual savings of $12,000. The College of Lake County reported two initiatives intended to reduce energy consumption. Controls were modified for exterior site lighting to provide more efficient scheduling of campus lighting. The college also participated in a voluntary electrical usage curtailment program with Commonwealth Edison that is projected to save up to $50,000 over the summer months.

Public Service Productivity and Quality Enhancements. Community college public service offerings play a critical role in the community college system's efforts to meet the lifelong learning needs of area residents and businesses. The report by the College of Lake County eloquently stated the importance of the public service function: "Public service can immediately respond to new ideas, permit experimentation, and react to change. This area of the college ideally provides a low risk, low cost forum for trying out new approaches, introducing non-traditional courses and subjects, and addressing changing professional needs, social issues, and personal interests." (College of Lake County, 1997 PQP/Program Review and Accountability Report, p. 58)

Colleges described over 180 Public Service productivity enhancements or quality improvement initiatives which resulted in approximately $410,000 in short-term reallocations and $910,000 in projected reallocation over the next five years.

Community colleges use a variety of approaches to plan for public service offerings. In addition to requests by internal and external constituents, ideas are also generated by environmental scanning, economic trends, business needs, district growth, and demographic changes. Sauk Valley College adds and eliminates courses based on participant evaluations, community input, enrollments, and costs. Richard J. Daley College, Triton College, and Harold Washington College reported that public service programming is part of the overall strategic planning process.

Community colleges strive to make their public service offerings self-sufficient since they are <u>not</u> funded by the state and must generate financial support in other ways. Several colleges mentioned their success in acquiring grants and their ongoing efforts to expand revenue streams to support public service initiatives. For example, Black Hawk College conducted various fund raising initiatives to gain support for its public television program. Grant funding was received from the Scientific Literacy Foundation, from the U.S. Department of Commerce's Public Telecommunications Facilities Program ($791,000). A $30,000 matching grant came from foundations and businesses to fund children's programming and donations were received from the Doris and Victor Day Foundation ($20,000) and the Riverboat Development Corporation ($105,000). Oakton Community College received $20,000 in grant funds from the Prairie State 2000 Authority to provide tuition support for unemployed and under-employed persons who participated in seminars. Oakton also received a total of $9,000 from the Secretary of State Literacy program to support the literacy initiatives. Similarly, Southeastern Illinois College received grant funding totaling $22,000 from GTE and LVA Chicago for its literacy program. In addition, local contributions of $9,600 were used to fund Southeastern's College for Kids

program. Lincoln Land Community College received funds from the Department of Commerce and Community Affairs, City of Springfield, and private sources to provide public service programming.

Several colleges mentioned initiatives aimed at streamlining and reorganizing public service divisions in order to increase cost efficiency. Elgin Community College improved coordination and reduced administrative salary expenditures by shifting Business Conference Center operations to the Center for Personal and Professional Development. Eleven other community colleges restructured public service programs to achieve better coordination of services with fewer employees. Danville Area Community College reduced printing costs by $8,000 and combined clerical positions to save $14,000 in its Job Training Partnership Act (JTPA) program. College of Lake County saved over $25,000 in reduced printing and mailing costs, computerization of administrative activities and courses materials, and implementing a flat salary structure for instructors.

Kankakee Community College reorganized literacy and adult education programming under a single director who administers all credit and noncredit programs. College of Lake County officials recently merged adult and continuing education and economic development into a single division to enhance coordinated service delivery. At McHenry County College, institutional support for Adult Education and Literacy Programs was increased through the highly successful Career Advancement Program. Volunteer programs to improve family literacy are being expanded with more than 150 volunteers donating 12,000 hours of their time tutoring adult learners.

Community colleges frequently seek cosponsorship of activities and events which allows participating organizations to pool their resources, attain common goals, and minimize duplication of services. The Chamber of Commerce, area art councils, vocational schools, school districts, libraries, park districts, community based organizations, professional organizations or associations, and other higher education institutions were frequently mentioned partners. Nine colleges described increased efforts in such ventures. Kishwaukee College and Kennedy-King College noted increased participation in teleconference programming due to enhanced partnerships. Lake Land College officials expanded the Alternative Education Program to include additional schools and a longer day. Malcolm X College has formed partnerships with area organizations including the Future Teachers of America and the Interfaith Organizing Project of Greater Chicago for basic skill and literacy training. Richland Community College expanded business training contracts, developed required safety training for area contractors, initiated OSHA training programs for area businesses, and formed partnerships with Green Thumb/JTPA to offer workforce training for older workers and with the agribusiness community to offer specialized professional development training.

A major public service initiative at many community colleges involves strengthening manufacturing in the state. For example, Elgin Community College received a grant from the Chicago Manufacturing Center to hire a full-time manufacturing extension agent with engineering and industrial expertise. Danville Area College's Business and Economic Institute received a $40,000 grant from the Illinois Manufacturing Association to train association members. Shawnee College is very active in the Southern Illinois Manufacturing Extension Service program and Lake Land Community College became the downstate administrator of the Illinois Manufacturing Grant.

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Community college reports also documented the importance of providing instruction in the use of computer hardware and software for businesses and individuals through public service programming. Olive-Harvey College increased course offerings in this area in response to a request from community leaders and Truman College recently acquired its own computer laboratory space which will allow more courses to be offered in this high demand area. Officials from Shawnee College indicated that a large portion of the training provided through the Small Business Development Center involves computer training. Kishwaukee College and Richland Community College upgraded software and hardware to provide opportunities for employers and individuals to take advantage of the latest technology. Spoon River College developed a mobile laptop computer lab to offer community education at workforce sites across the district. Elgin Community College increased the scope of computer offerings and initiated a joint marketing effort including credit and non-credit options. Danville Area Community College expanded services available through the Business and Economic Institute to include Advanced Multimedia Presentation Training and Consulting, CD-ROM Interactive Training, Global Positioning System Farm Training. To help consumers make informed choices concerning the purchase of hardware and software for home or business use, several colleges including Morton College offered seminars to provide consumers with buying strategies and tips.

In the area of workforce preparation, all community colleges are involved in the Education to Careers initiatives going on across the state. Danville Area Community College, Illinois Central College, and Shawnee Community College specifically mentioned assuming leadership roles through public service in the development of the Illinois Education-to-Careers Partnership. Relatedly, many colleges are working with local Employment and Training Centers to help people move from welfare to work.

Several colleges noted special targeted public service projects that were underway. The College of DuPage has been working to strengthen the Suburban Law Enforcement Academy and received full state accreditation to become one of six approved Police Academies in the state. A full-time director for the project was recently hired to oversee its continued growth. Also related to law enforcement is the Shawnee Community College initiative to provide specialized training and workshops on employment opportunities at the new Super Max Correctional Institution that will be opening in the district.

Danville Area Community College expanded leadership and organizational issues training services available through the Business and Economic Institute and Labor Management Council to include Quality Function Deployment Training and well known speakers on organizational issues via satellite including Margaret Wheatley, Ken Blanchard, J.M. Juran, and Peter Senge as well as General Colin Powell, George Bush, General H. Norman Schwarzkopf and Tony Robbins. Moraine Valley Community College is in the process of adopting ISO 9001 methods and standards to further strengthen quality in the continuing education program. Kennedy-King College also noted that public service seminars available through the college's satellite conferencing downlink capabilities are of very high interest in the community.

The Illinois Community College System and State Farm Insurance Companies have entered into a statewide partnership to deliver better services to State Farm policyholders by offering uniform technology training to agents at the 49 community colleges across the state. Customized corporate

training will be provided to maximize the use of financial and spreadsheet software packages among agents.

State-Level Initiatives

During fiscal year 1997 a variety of initiatives were undertaken by the Illinois Community College Board to strengthen accountability, provide enhanced services, and increase productivity. Summaries of several activities are presented below.

ICCB Goals and Objectives. The second year in the three-year cycle has been completed. These goals identify special initiatives in addition to the regular responsibilities of the Board. ICCB Goals and Objectives for 1996-1998 are structured around the five major themes in *Vision 2000* the systemwide strategic plan. Workplans designed to achieve the goals and objectives are assessed twice a year to assess progress toward the priority goals and to make any necessary adjustments. The next status report will be presented to the Board at their October meeting.

Initiative to Strengthen Leadership and Core Values. The Illinois Community College System has begun an initiative to strengthen leadership and core values across the state. The concepts of integrity, honesty, self-respect and respect for others, and establishing the commitment to set and achieve goals are central to this initiative. Values and leadership are closely linked to the personal qualities of honor, responsibility, and accountability. A task force will be formed to help the system move forward with this important initiative.

Uniform Financial Reporting System. The Uniform Financial reporting System (UFRS) is a major Illinois Community College Board initiative to provide the system with a comprehensive financial database. UFRS is operational with audited data by college currently accessible on the Illinois Community College Board Homepage. UFRS provides another tool for use in performing financial reviews and analysis of revenues, expenditures, assets, liabilities, and fund balances at the individual college level. Additional analysis can be performed by colleges officials who have the capability of creating real time customized queries of the databases.

Streamlined ICCB Office Organizational Structure Implemented. To better serve the system and enhance accountability a streamlined organizational chart has been implemented. Office functions were reorganized around six major areas that reflect the system's mission: workforce development, system finances, administrative services, program planning and accountability, technology services, and policy studies. Team leaders have been identified for each area to enhance and expedite the decision-making process. In the flattened organization the number of deputy directors has been reduced from four to two.

System Funding Initiatives. In system funding, there has been an effort to expand the Workforce Preparation and Advanced Technology "block grants" to the system. This is part of an ongoing initiative to decouple at least a portion of state funding from credit enrollments. There are numerous efforts in the workforce preparation area where colleges provided expertise and services that do not tie directly to credit coursework but are critical to accomplishing the community college system mission.

Performance-Based Funding. A task force is currently studying the feasibility of Performance-Based Funding for community colleges in the state. In 1996, the System Funding Task Force recommended that "funding plans should encourage and reward quality, efficiency, productivity, and innovation through performance-based components." The Presidents Council and other constituent groups supported a funding request to explore the feasibility of performance-based funding, and the Illinois General Assembly appropriated funds to the Illinois Community College Board to initiate a pilot project to examine performance-based funding for Illinois community colleges. A grant was made to Oakton Community College to coordinate a performance funding project which began in January 1997. The purpose of the project is to conduct research on performance-based funding alternatives for community colleges to explore the potential utility and feasibility of establishing performance-based funding for Illinois' community colleges, and to recommend strategies and activities to the Illinois Community College Board to build consensus about performance funding and to implement a performance-based funding pilot project in fiscal year 1999.

Capital Task Force. During recent years, the Illinois Community College System has had an increased need for state funded construction projects both for new buildings and remodeling of existing buildings while state funding for capital projects has been very limited. A Capital Task Force is in the process of reviewing, analyzing, and assessing all aspects of the current capital budgeting process. Suggested changes are being formulated and a draft document will be circulated for discussion.

Articulation Panels. The Illinois Articulation Initiative is currently in Phase II which involves articulating lower-division coursework that will be acceptable for transfer to all participating postsecondary institutions for satisfying degree requirements in specific baccalaureate majors. During fiscal year 1997, recommendations from the following panels were adopted by the ICCB: Computer Science, Special Education, Mass Communication, Theater Arts, Biological Sciences, and Criminal Justice.

Illinois Articulation Initiative Website. As a part of the Illinois Articulation Initiative, a new website has been developed (http://www.iTransfer.org). Students, faculty, and staff can access information on general education core courses, conduct a step-by-step search of easily transferable courses by institution or academic discipline, or learn more about a variety of related topics including the history of the IAI and development

Community Colleges Partner with State Farm Insurance Companies. In July 1997, the ICCB and State Farm Insurance announced an agreement to offer uniform technology training to agents at all 49 community colleges in the state. Community colleges will be offering agents a curriculum customized by State Farm corporate trainers to maximize the use of software packages such as Windows '95, Word, and Quicken. An introduction to personal computers class will be offered as well. The instruction will be standardized at all community colleges so that all State Farm agents will be receiving the same training regardless of the community college delivering it. The training is scheduled to begin in Fall, 1997.

Human Resource Investment Council and Subcommittee Work. The Human Resource Investment Council is a 33 member board that was created as the statewide advisory board for workforce preparation policy development. Leaders from the private sector, education, labor and

community-based organizations are active participants. Harry L. Crisp, II Chairman of the Marion Pepsi-Cola Bottling Company (and ICCB Chairperson) and ICCB Executive Director Joseph J. Cipfl serve the community college system as HRIC members. Other representatives who either represent community colleges or are otherwise affiliated with the Illinois Community College System include: Robert J. English, PMA Financial Network, Inc. (And Illinois Board of Higher Education); Sharon A. Fisher-Larson, Elgin Community College; Ronald J. Gidwitz, Helene Curtis, Inc.; Robert K. Luther, Lake Land College; Barbara D. Olschlager, Lake County Area Vocational System; and Blanche Shoup, Carl Sandburg College. The Council has revised its comprehensive set of workforce preparation and development goals, objectives and implementation strategies. Sub committees were formed to move forward with the HRIC agenda in the following areas: Employment Opportunities, Current Workers, Education-to-Careers, Joint Education, and the Information, Accountability and Research. A task force was also formed to address Welfare Transitions.

Recognition. In March 1997, the Illinois Community College Board adopted a streamlined revised recognition process which takes advantage of the substantial amounts of information that the colleges provide to the ICCB on a routine basis and rely less on information gathered through on-site visits to college campuses. Financial audit visits will be decoupled from the recognition process but audit results will remain a part of the process. Evaluations will be broadened to include quality indicators in addition to compliance standards. College visits will be arranged as necessary to review materials which are only available on campus or when in-depth discussions with personnel would be beneficial.

Technology During the past three and one-half years, significant progress has been made toward the development of a statewide telecommunications based distance learning system. Equipment purchases and remodeling activities made 272 sites operational. Additionally, faculty were trained, coursework developed, and procedures and agreements for network use adopted. The fiscal year 1997 appropriation of $15 million will allow consortia to take another major step forward in the development of telecommunications based delivery of educational services in Illinois. One hundred and two sites additional sites are scheduled to come on line with these additional funds.

In May 1997, the Higher Education Technology Task Force began meeting to look at ways in which the state's higher education system can move forward with advanced information and communications technologies. The task force has investigated both infrastructure needs and application requirements. The group has formulated a draft report of its findings and plans to finalize the report in early October 1997.

Opportunities Program. The Illinois Community College System is an active participant in the state's efforts to implement welfare reform. The Community College System's Opportunities program is a welfare to work initiative founded on the belief that education is a key to employment and empowerment. Recent changes in federal welfare legislation have impacted Illinois and limit the length of time individuals can receive benefits. The Opportunities program will focus on helping participants attain skills for employment and help individuals build career ladders. Enrollments in GED programs and short-term vocational/occupational certificate programs will be emphasized. Nonworker welfare participants' options include vocational training programs for up to two years. The community college system is committed to helping people move from welfare to work in partnership with the Department of Human Services.

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Education-to-Careers. Education-to-Careers (ETC) is Illinois' response to a nationwide initiative to help smooth the transition from education to employment by providing students with the knowledge, skills and abilities to be productive workers in high skill, high wage occupations. The initiative involves school-based learning that comprises both instruction and career exploration and counseling, work-based learning to provide career exposure and experience; connecting activities that link education with business, labor, and communities; and student attainment of diplomas, certificates, and degrees denoting mastery of state or national standards. In March 1997 the *ETC Blueprint for Planning and Implementation* was created describing the statewide initiative. In Spring and Summer 1997 a companion document was created to provide a general overview of the role of the community college system and ICCB in ETC and also to delineate possible roles for the community college system for each of the 17 objectives in the original blueprint.

Workforce Preparation Awards. Three colleges were recognized in May 1997 for their efforts to improve the employment and job training opportunities in their communities: Carl Sandburg College, Kaskaskia College, and Malcolm X College.

Awards for Prevention of Drunk Driving and Substance Abuse. Ten colleges were recognized in January 1997 for their programs designed to prevent drunk driving and substance abuse: Black Hawk College; Danville Area College; William Rainey Harper College, Illinois Central College, John A. Logan College, McHenry County College, Moraine Valley College, Prairie State College, Richland Community College, and Triton College.

Accountability Awards. In 1997, three community colleges were recognized for their work on the *Occupational Follow-up Study*: Joliet Junior College, Sauk Valley Community College, and Southeastern Illinois Community College.

Reports on Remedial/Developmental Education. The Illinois Board of Higher Education and Illinois Community College Board collaborated to produce a September 1997 IBHE Report on *The Scope and Effectiveness of Remedial/Developmental Education in Illinois Public Universities and Community Colleges*. Expanded analysis of community college system data was presented in a September 1997 ICCB report entitled, *Remedial/Developmental Education in the Illinois Community College System: Scope, Cost, Structure, and Policies*. Sources of information include a survey conducted by the Illinois Community College Board (ICCB) and data contained in ICCB administrative databases. An additional community college system study will focus on the results of remedial/developmental education by examining the educational outcomes of a cohort of students who took remedial/developmental courses.

Report on Community College Industrial Production Technology Programs. A report on Industrial Production technology was produced which covered the following disciplines: Industrial Manufacturing Technology, Corrosion Technology, Plastics Technology and Metallurgical Technology. The report included recommendations for monitoring enrollments, increasing partnerships with high schools, vocational schools and business/industry, investigating the need to structure short-term certificates around course-taking behavior, and incorporating skill standards into the curricula as they are developed.

AAS Model Task Force. Since the formation of the AAS Model Task Force last fall and the kickoff roundtable discussion at the ICCCA annual conference in November, the Task Force has been meeting to systematically work through the current model of the National Council for Occupational Education (NCOE) to develop a progressive model for Illinois. The Task Force developed a draft document and has been circulating it for comment.

Dual Enrollment. In October 1996, a joint ICCB and ISBE memorandum and background paper was issued regarding high school/community college dual credit. The paper was developed by an advisory committee comprised of individuals representing secondary and postsecondary educational agencies having experience with the issues. In June 1996, the ICCB approved the dual enrollment when both the students and courses meet prescribed qualifications. Effective July 1997, community colleges may submit dual credit hours for ICCB credit hour grants that meet ICCB's guidelines for concurrent enrollment in high school and community college courses. ISBE is in the process of addressing related issues as well that may require policy or legislative changes.

Workforce Action Plan. The *Workforce Preparation Action Plan* was developed by the Workforce Preparation Action Plan Task Force in conjunction with the ICCB, IBHE, ISBE, DCCA, Office of the Governor, and Office of the Lieutenant Governor. In May 1997, updates were made to the initiatives undertaken to accomplish the listed goals and objectives. The plan is designed to facilitate forward movement in implementing workforce preparation in a coordinated and collaborative fashion. Key initiatives of the Illinois Community College System are built into the plan

Illinois Manufacturing Extension Center. The Illinois Manufacturing Extension Center (IMEC) has been awarded $2.67 million of National Institute for Standards and Technology (NIST) funding under its Manufacturing Extension Partnership (MEP) program. With its central office at Bradley University in Peoria, the IMEC will provide comprehensive, integrated manufacturing extension services and support technology transfer to enhance the productivity, technological performance, and global competitiveness of the nearly 10,000 small- and medium-sized manufacturers located in Illinois outside the Chicago metropolitan area. (The Chicago area is served by the Chicago Manufacturing Center.)

New Curriculum and Course Forms. The July 1996 edition of the ICCB *Program Manual* provided all new curriculum and course forms. The revised forms streamline the process while maintaining needed information for accountability purposes. Curricula that are inactivated for brief periods of time require a reduced burden on colleges for reactivation within the specified time frame. The new program approval application also incorporates use of the occupational skill standards to develop quality programs.

CCRS (formerly ACE/PONSI) Recommends Training Programs for College Credit. Several Illinois organizations have had their training programs reviewed by the American Council on Education's College Credit Recommendation Service (CCRS) program. Through CCRS, a team of content experts selected from college faculty visits organizations that request to have their training programs evaluated. As a result, CCRS has indicated that the training is comparable to college-level courses and has made college credit recommendations accordingly. The Illinois Community College Board is the only state entity in the country to serve as the CCRS office.

Occupational Skills Standards. The ICCB plays several corresponding key roles in the development and implementation of skills standards: Ensuring representation of the community colleges on each subcouncil and participating with the Illinois Occupational Skills Standards Coordinating Council and ISBE staff at the state level, providing information to community colleges regarding the status of skills standards development and assisting in the dissemination of standards to community colleges; convening panels to craft model curricula based on skills standards; incorporating skills standards into program development and the program approval process; incorporating skills standards into program improvement and the program review process; and assisting community colleges in the implementation of skills standards in instructional programs.

Workforce Common Performance Management System. The Workforce Common Performance Management System aligns workforce preparation program outcomes, measures, and standards across program providers. Financial support from the federal One-Stop Career Center/Illinois Employment and Training Centers grant has helped support the initiative. The Illinois Community College Board has worked with the other participating agencies and community college representatives to develop a set of common performance measures that are relevant to the various types of institutions and programs involved and afford a common degree of accountability across all workforce preparation programs and providers.

Illinois Incentive for Action Scholarship. The Illinois Incentive for Action Scholarship grant was implemented in fiscal year 1997. Scholarships were provided to 18,352 of Illinois' neediest students. Slightly more than two-thirds of them are enrolled in community colleges. One-time grants of $500 were provided to eligible freshmen students enrolled for at least a half-time basis at an Illinois institution of higher education.

Leadership Institute. On March 14, 1997, the Community College System Leadership Institute was conducted at Parkland Community College. The institute provided information from experts in the industry of high performance work organizations, strategies for delivering quality service, and business ethics. Speakers included Ray Alvarez, Vice President and Group Executive from Honeywell Sensing and Control; Steven Fruend, General Manager of the Ritz-Carlton Hotels; and Ruth Kidder, Founder and President of the Institute for Global Ethics.

Workshops At its annual statewide PQP/Program Review Workshop held in December 1996, ICCB staff updated the system on the latest round of PQP/Accountability requests for information and provided an in-depth discussion of occupational skills standards. In July 1997 at the MIS Workshop, participants engaged in an extensive review and discussion of the Workforce Common Performance Management System measures and measurement strategies. A variety of other emerging topics were considered including Performance-Based Funding, new federal IPEDS Graduation Rate Reporting and Noncredit Student Enrollment Reporting.

Educational Guarantees. As of August 1997, 37 community college districts have adopted educational guarantees, including 36 districts whose guarantee policies cover occupational as well as baccalaureate/transfer programs and one whose policy currently covers occupational programs. The adoption of the statewide general education common core has greatly facilitated the implementation of transfer degrees.

Lincoln's Challenge. The Illinois Community College Board's Lincoln's Challenge Scholarship Program is completing its third year of operation. The program works in conjunction with the Lincoln's Challenge Program sponsored by the Illinois National Guard, a federally funded program that provides at-risk high school dropouts with an opportunity to complete their GED. The number of students graduating from the Lincoln's Challenge Program increased from 192 in fiscal year 1994 to 373 in this most recent graduating class. The program provides Lincoln's Challenge graduates an opportunity to continue their education. Since the program's inception, 427 scholarships have been awarded to Lincoln's Challenge graduates. Two-thirds of the recipients (279) have enrolled in community colleges. At the July 1997 Lincoln's Challenge graduation ceremony, 140 students received scholarship awards.

Summary and Conclusions

The annual *Priorities, Quality, and Productivity/Program Review Reports* submitted by Illinois' 49 community colleges provide evidence of the ongoing review processes that are in place to insure that high levels of quality and productivity are achieved for programs and services that are of highest priority to each college's mission. This accountability report summarizes and highlights the activities and initiatives reported by the colleges during fiscal year 1997 in support of institutional and programmatic quality, productivity, and fiscal responsibility.

The three primary sections of the report include **Priorities, Quality, and Productivity Special Focus Areas; Analyses of the Results of Fiscal Year 1997 College PQP/Program Review; and State-Level Initiatives**. Subsections exist within each broad area. Topics considered in the PQP Special Focus section this year consist of College Priorities; Strengthening Linkages and Integrating Planning, Budgeting, Program Approval, and Program Review Around Collegewide Priorities; Faculty Roles and Responsibilities; and Enhancements in the Use of Educational Technology. Programs in 31 occupational/vocational program areas; five academic disciplines; adult and developmental education; and student and academic support, overall academic, administrative, and public service functions are examined in the Results of Fiscal Year 1997 College PQP/Program Review Activities. The State-Level Initiatives section briefly highlights initiatives undertaken at the state level to promote accountability and priorities, quality, and productivity. Results of the reviews of the three areas are summarized below.

Priorities, Quality, and Productivity Special Focus Areas

College Priorities. As a result of recommendations from the Board of Higher Education's *Priorities, Quality, and Productivity of Illinois: Recommendations for 1994-95*, the colleges were asked to develop and report on priorities statements to guide college-level decisions about productivity improvements, program development, and budget allocations. The colleges review and update priorities statements annually and report on new and ongoing initiatives that result. It is apparent in the college reports that priorities statements are developed and refined as part of an institution-wide strategic planning process that directly links the priorities to decisions regarding budget allocations, planning, and program development. Examples of how the colleges have strengthened

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linkages and integrated processes illustrate ways in which the colleges have tailored the process to fit unique institutional needs and conditions. This year's reports again most commonly identify priorities in the areas of **teaching/learning, student access and success, services, workforce preparation, diversity, community building, communications, leadership, resources, and technology**. One area of particular note is technology. As a result of the rapid pace of change and growth in technology and its instructional and administrative uses, initiatives related to the acquisition and use of new technologies are integrated into nearly every other area of priority. Because of the overarching impact of technology and the continuous need to remain current in the face of rapid chance, **it is recommended that every college have in place long-range plans related to (1) the identification of technology needs and the acquisition of appropriate equipment to meet the needs; and (2) the systematic provision of training of faculty and staff in the use of technology.**

Strengthening Linkages and Integrating Planning, Budgeting, Program Approval, and Program Review Around College Priorities. An essential component of the PQP initiative is to infuse priority, quality, and productivity concepts into all aspects of the institution, including planning, administration, programs, and services. College reports provided numerous examples of how linkages have been strengthened that include **updated strategic plans, use of collegewide committees, creation of shared governance councils, inclusion of external constituents, leadership of key administrators, and use of data to evaluate the success of integrating various college processes.**

Faculty Roles and Responsibilities. Faculty play a key role in supporting the colleges' priority of providing an optimum teaching/learning environment. This year, colleges were asked to provide an update on the progress that has been made during the academic year in the broad areas of **faculty development, rewards and incentives, and breadth of faculty contributions.**

Faculty Development. The colleges provide professional development activities and opportunities for faculty through campus-wide professional development days; workshops, seminars, and classes on specific topics; and support for faculty to attend state and national conferences and other professional growth activities that require travel. The most prevalent topic for faculty development during the past academic year was the use of **instructional technology**. Nearly every college reported initiatives aimed at ensuring that all faculty have access to new instructional technology and providing training in the use of technology and incorporating it into curricula. In addition, the colleges provided opportunities in other important areas of priority, including **diversity, international education, and integration of academic and career curricula.**

Rewards and Incentives. Beyond salary, promotion, and tenure policies, colleges offer a variety of rewards and incentives that encourage faculty to pursue advanced learning, as well as to develop projects that improve teaching/learning and/or are innovative. Rewards and incentives mentioned by the colleges included **tuition reimbursement, released time, institutional grants for projects, and support to attend professional conferences and activities.**

Breadth of Faculty Contributions. Faculty regularly contribute to their institutions, their communities, and to their discipline and profession in myriad ways. Every college report emphasized the invaluable role faculty play in **college governance and campus activities**. Faculty

contributions to the community include **membership on boards of local service and community agencies; and sharing of expertise with local business, industry, and community organizations.** Finally, the colleges reported that faculty were engaged in scholarly activities that included **publication of articles, textbooks, and study guides; presentations and contributed papers at workshops and conferences; exhibits and fine arts performances; election to office in state and national professional organizations; and the award of numerous prestigious honors.**

Enhancements in the Use of Educational Technology. Colleges were asked during their fiscal year 1997 Program Review/PQP reviews to: (1) identify and describe initiatives/activities that were undertaken or planned during fiscal year 1997 regarding the inclusion of technology in curriculum and course development and delivery; and (2) describe how the college's program review process is now or will assess the effectiveness of instructional technology in improving program quality and/or student learning.

Initiatives/Activities. The colleges identified a variety of initiatives undertaken to include technology in the curriculum and course development. The most frequently mentioned initiatives included **the development and offering of Internet courses or the integration of Internet into courses, expansion of and enhancements to academic computing centers and labs, staff training, acquisition and upgrading of computers for faculty, building or expansion of campus networks, multimedia rooms, technology plans, teaching learning centers, and addition of support staff positions.**

Assessment of Effectiveness of Instructional Technology. All colleges have for many years included the assessment of the currency and adequacy of instructional equipment as part of their program reviews. However, not all have assessed the effectiveness of instructional technology on student learning and program quality. Nineteen colleges reported that they currently include the assessment of the effectiveness of instructional technology in their **program review processes**. The remaining institutions indicated they are adding this component to their program review processes. In addition, one college did a focused assessment of the institution's technology activities as a part of the North Central Association self-study.

Instructional Program Review Productivity and Quality Enhancements. Program review is an established, essential tool for accountability. The colleges annually review a portion of their programs and evaluate them according to need, quality, and cost. Occupational programs are reviewed once every five years according to an established schedule, and all transfer disciplines, student service, and academic support programs are reviewed on five-year cycles established by the individual colleges.

During fiscal year 1997, community colleges reviewed a total of 586 occupational, 137 academic, 21 adult and developmental education, 112 student and academic support, and 1 other programs. As a result of the process for occupational programs, 457 were continued with minor improvements, 28 were significantly modified, 51 were scheduled for further review, and 50 were scheduled to be withdrawn. Rationale frequently reported by the colleges for program elimination included declining employment opportunities, technological shifts, program consolidation, low enrollments, high costs, or lack of essential faculty/staff/equipment. While not often cited as a reason for program elimination, low completion rates continue to be a concern for many occupational program areas.

For occupational programs with low completion rates, colleges should consider developing specialized certificates within programs to serve targeted training needs of students when appropriate.

Instructional PQP/Program Review section analyses include an overview of the area; an examination of any related low enrollment programs; and provide information about programmatic strengths, planned improvements, and innovations. During fiscal year 1997, colleges reported implementing over 900 initiatives intended to enhance instructional program quality and increase efficiency. Initiatives to improve instructional productivity and quality at the colleges resulted in an estimated $2.2 million in reallocations this year and projected reallocations of $7.8 million over the next five years. Examples of initiatives to increase quality and efficiency are included in the discussion for each program area.

Student and Academic Support Programs Productivity and Quality Enhancements. Illinois community colleges place a high priority on providing a quality teaching/learning environment for students, as evidenced by their priorities statements for fiscal year 1997. Specific goals and initiatives detailed within the colleges' reports emphasized a broad array of current and planned initiatives in the area of student and academic support services, all of which related to providing students with the personal and academic support they need to succeed in their programs of study, as well as a social and physical environment that promotes learning and personal growth. Initiatives were reported for **libraries, admissions and records, counseling/advising, career planning and job placement, financial aid, health services, athletics, student organizations, and services for students with special needs.** In all, 375 academic and student support initiatives were reported this year. Enhancements made in this area resulted in over $140,000 being redistributed to higher priority programs and services over the past year and a projected $620,000 in long-term reinvestments.

Overall Academic Productivity. The colleges' reports provide evidence that assessing key factors in the achievement of overall academic productivity is an ongoing process. Increasingly, the colleges are using the strategic planning process to provide a holistic approach to institutional assessment and optimal use of resources. This year, colleges listed over 280 initiatives in the broad areas of **staff development, scheduling, and staffing/organizational changes** that were implemented to enhance the quality and productivity of the overall academic function. The major thrust of staff development activities during fiscal year 1997 was the provision of training in the use of new technologies, both in the curriculum and for instructional delivery. Scheduling can be a challenge given the diverse group of students served by the community colleges. The colleges review academic calendars on a regular basis and make modifications and changes when unmet needs are identified. This year, colleges reported implementing expanded evening and week-end classes, short summer terms, winter intersessions, and flexible learning options. Finally, seventeen colleges reported organizational changes intended to group similar functions together to maximize resource sharing. These initiatives resulted in $2.1 million in short-term reallocations and a projected $7.35 million in reinvestments over a five-year period.

Administrative Productivity and Quality Enhancements. Enhancements within administrative functions reflect the priority the colleges place on strategic planning and the efficient, effective use of resources. As the colleges increasingly engage in institution-wide planning, a number of

initiatives have emerged that allow savings through **economies of scale**. Additionally, a number of cost-saving **organizational changes** have taken place. **Efficient use of energy** also remains an area targeted for savings. In all, the colleges reported over 360 administrative initiatives that resulted in short-term reallocations of approximately $3.25 million and the potential for five-year reallocations in excess of $16 million.

Public Service Productivity and Quality Enhancements. Community college public service offerings include a variety of workshops, seminars, forums, special events, and exhibits designed **to stimulate and promote intellectual development; skill enhancement; and social, recreational, or cultural enrichment**. Public service initiatives are developed to meet the needs of both individuals and area employers in business, industry, and government. These offerings play a critical role in the community college system's efforts to meet the lifelong learning needs of area residents. They also provide needed services to area employers by offering customized training and assistance with economic development activities. Community colleges strive to make their public service offerings **self-sufficient**. These courses and activities are not funded by the state and must generate financial support in other ways such as user fees or external grants.

State-Level Initiatives. During fiscal year 1997, several initiatives pertaining to accountability and productivity were conducted by the Illinois Community College Board. Summaries of initiatives such as the **Illinois Community College Board Goals and Objectives, Illinois Articulation Initiative, Study of Remedial/Developmental Education, Performance-Based Funding Advisory Committee, Workforce Preparation Action Plan,** and others are provided.

Future Considerations for Program Review/PQP. As the State-Level Initiatives section of this report indicates, there are a number of initiatives underway related to the identification and use of performance indicators for various purposes, including the Illinois Common Performance Management System, Performance-Based Funding, and revisions to the ICCB Recognition process and the Model AAS Degree. Program review relies on performance indicators related to need, cost, and quality. In order to avoid duplicative reporting processes, program review should, to the extent possible, address measures that are included in other reporting systems. In addition, recommendations regarding the implementation of performance-based funding in the Illinois Community College System will result in significant changes in PQP reporting requirements for the colleges. **During fiscal year 1998, the ICCB should convene a Program Review/PQP Task Force to examine the program review process and recommend revisions, if appropriate, to insure that the process supports, and does not duplicate, other systems of performance indicators.**

The 1997 PQP/Program Review reports submitted by the colleges provide continuing evidence of the vital role that Illinois' comprehensive community colleges play in the state's educational system. They serve a wide spectrum of students ranging from those seeking assistance deciding on a new career or upgrading skills for their current occupation, to persons interested in transfer to baccalaureate programs, to students who need to sharpen their basic skills to increase their employability. In addition, they serve as a community resource to local business, industry, and community agencies and organizations and to individual citizens who desire intellectual enrichment and stimulation. The community colleges continue to provide an educational bridge to meaningful employment or baccalaureate studies and an invaluable community resource to the citizens of Illinois.

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Appendix A

Community College Program Review Summary Tables

Illinois Community College Board
Table A-1
LIST OF PROGRAMS REVIEWED BY COMMUNITY COLLEGES
DURING FISCAL YEAR 1997

College	# of Occupational Curricula Reviewed	# of Academic Disciplines Reviewed	# of Dev/Adult Education Programs Reviewed	# of Student Services Programs Reviewed	# of Academic Support Programs Reviewed	# of Other Programs Reviewed
Belleville	34	2	0	1	3	0
Black Hawk	19	1	1	1	4	0
Chicago						
Daley	21	1	0	0	0	0
Kennedy-King	18	0	0	2	0	0
Malcolm X	4*	5	0	0	0	0
Olive-Harvey	7	2	1	6	0	0
Truman	11	1	1	2	1	0
Washington	11	3	0	3	0	0
Wright	14	1	0	2	1	0
Danville	10	1	2	2	0	0
DuPage	31	4	1	1	1	0
Elgin	14	0	0	1	0	0
Harper	51	2	0	5	1	0
Heartland	1	4	3	2	2	0
Highland	7	5	0	0	0	0
IL Central	23	4	0	2	1	0
Illinois Eastern						
Frontier	1	5	0	2	0	0
Lincoln Trail	4	5	0	1	0	0
Olney	7*	5	0	1	0	0
Wabash	2	5	0	1	0	0
IL Valley	8	1	0	0	0	0
Joliet	13	2	0	7	1	0
Kankakee	12	1	0	0	1	0
Kaskaskia	8*	2	0	0	0	0
Kishwaukee	9	0	0	0	0	0
Lake County	12	4	0	1	0	0
Lake Land	7	5	0	1	0	0

Illinois Community College Board
Table A-1
LIST OF PROGRAMS REVIEWED BY COMMUNITY COLLEGES
DURING FISCAL YEAR 1997

College	# of Occupational Curricula Reviewed	# of Academic Disciplines Reviewed	# of Dev/Adult Education Programs Reviewed	# of Student Services Programs Reviewed	# of Academic Support Programs Reviewed	# of Other Programs Reviewed
Lewis & Clark	11	2	0	4	2	0
Lincoln Land	21	6	0	4	3	0
Logan	10	2	0	0	1	0
McHenry	10	3	2	5	0	0
Metropolitan	1	0	0	0	1	0
Moraine Valley	16	1	0	1	0	0
Morton	6	7	1	1	0	0
Oakton	23	6	0	4	0	0
Parkland	14	0	0	0	0	0
Prairie State	15	2	0	0	0	0
Rend Lake	2	3	0	3	0	1
Richland	8	11	0	1	0	0
Rock Valley	7	1	1	1	0	0
Sandburg	4	1	1	0	0	0
Sauk Valley	11	3	1	4	1	0
Shawnee	6	1	1	2	1	0
South Suburban	4	0	0	0	0	0
Southeastern	12	4	1	0	1	0
Spoon River	7	4	0	3	1	0
Triton	18	6	3	4	0	0
Waubonsee	16	2	1	4	0	0
Wood	5	1	0	0	0	0
TOTALS	586	137	21	85	27	1

*One inactive program included

Illinois Community College Board
Table A-2
SUMMARY OF FISCAL YEAR 1997 REVIEWS OF
OCCUPATIONAL PROGRAMS BY COLLEGE

College	Number of Programs Reviewed	Number Continued with Minor Improvements	Number Significantly Modified	Number Scheduled for Further Review	Number Identified for Elimination
Belleville	34	20	0	0	14
Black Hawk	19	11	2	1	5
Chicago					
Daley	21	14	0	7	0
Kennedy-King	18	5	5	3	5
Malcolm X	4*	3	0	1*	0
Olive-Harvey	7	7	0	0	0
Truman	11	7	3	1	0
Washington	11	7	0	3	1
Wright	14	6	0	0	8
Danville	10	10	0	0	0
DuPage	31	31	0	0	0
Elgin	14	8	0	6	0
Harper	51	38	5	7	1
Heartland	1	1	0	0	0
Highland	7	5	0	0	2
Illinois Central	23	16	3	3	1
Illinois Eastern					
Frontier	1	1	0	0	0
Lincoln Trail	4	2	2	0	0
Olney	7*	2	0	4*	1
Wabash Valley	2	2	0	0	0
Illinois Valley	8	8	0	0	0
Joliet	13	13	0	0	0
Kankakee	12	12	0	0	0
Kaskaskia	8*	7	0	1*	0
Kishwaukee	9	8	0	0	1
Lake County	12	11	1	0	0
Lake Land	7	7	0	0	0
Lewis & Clark	11	7	2	0	2
Lincoln Land	21	18	0	2	1

Illinois Community College Board
Table A-2
SUMMARY OF FISCAL YEAR 1997 REVIEWS OF
OCCUPATIONAL PROGRAMS BY COLLEGE

College	Number of Programs Reviewed	Number Continued with Minor Improvements	Number Significantly Modified	Number Scheduled for Further Review	Number Identified for Elimination
Logan	10	8	0	2	0
McHenry	10	10	0	0	0
Metropolitan	1	1	0	0	0
Moraine Valley	16	14	1	0	1
Morton	6	4	0	0	2
Oakton	23	22	1	0	0
Parkland	14	13	1	0	0
Prairie State	15	9	2	3	1
Rend Lake	2	2	0	0	0
Richland	8	8	0	0	0
Rock Valley	7	7	0	0	0
Sandburg	4	4	0	0	0
Sauk Valley	11	11	0	0	0
Shawnee	6	6	0	0	0
South Suburban	4	1	0	1	2
Southeastern	12	9	0	1	2
Spoon River	7	6	0	1	0
Triton	18	16	0	2	0
Waubonsee	16	14	0	2	0
Wood	5	5	0	0	0
TOTALS	586	457	28	51	50

*One inactive program included

Illinois Community College Board
Table A-3
OCCUPATIONAL PROGRAMS ELIMINATED THROUGH PROGRAM REVIEW
IN FISCAL YEAR 1997

District/College	Program Title	CIP
Belleville	Aviation Maintenance AAS	470609
	Aviation Maintenance/Airframe Certificate	470609
	Aviation Maintenance/Powerplant Certificate	470609
	Aviation Pilot Training AAS	490102
	Aviation Pilot Training Certificate	490102
	Commercial Pilot Certificate	490102
	Flight Instructor Certificate	490102
	Instrument Pilot Certificate	490102
	Multi-Engine Certificate	490102
	Private Pilot Certificate	490107
	Aviation Electronics AAS	470609
	Aviation Electronics Certificate	470609
	Const El Wireman AAS	460302
	Const El Wireman Certificate	460302
Black Hawk	Apprentice Machine Maintenance Certificate	470303
	Apprentice Operating Engineer Certificate	470303
	Electronics Tech - Flex Auto Option AAS	150402
	Electronics Tech - Computer System Option AAS	150404
	Electro-Mechanical Technology AAS	150403
Chicago Kennedy-King	Electrical/Electronic Technician RC	470101
	Electronics Occupations AC	470103
	Electronics Occupations BC	470103
	Electronics Occupations - TV BC	470103
	Vending Machine Repair BC	470101
Chicago Harold Washington	Mid-Management AAS	520201
Chicago Wilbur Wright	Crim. Justice--Private Police Service AAS	430109
	Crim. Justice--Private Police Service AC	430109
	Crim. Justice--Private Police Service BC	430109
	Crim. Justice--Private Police Service BC	430109
	Electronics Occupations AAS	470103
	Electronics Occupations BC	470103
	Computer Servicing AC	470104
	Computer Servicing BC	470104
Harper	Plant Propagation Certificate	010601
Highland	Mechanical Technology AAS	150603
	Mechanical Technology AAS	150603
Illinois Central	Mechanical/Electrical Maintenance Certificate	470303
Illinois Eastern Olney Central	Welding and Metallurgy Technology AAS	480508
Kishwaukee	Computer Information Systems AAS	521202
Lewis & Clark	Computer Information Systems - Microcomputer AAS	521202
	Business Management - Computer Information Systems CC	521202
Lincoln Land	Basic Computer Programming Certificate	521202

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Illinois Community College Board
Table A-3
OCCUPATIONAL PROGRAMS ELIMINATED THROUGH PROGRAM REVIEW
IN FISCAL YEAR 1997

District/College	Program Title	CIP
Moraine Valley	Corrosion Technology AAS	150605
Morton	Electronics Technology AAS Electronics Technology Certificate	150303 150303
Prairie State	Microcomputer Programming AAS	521202
South Suburban	Electron Engr Tech-Robotics AAS Electronics Servicing Certificate	150405 470103
Southeastern	Journalism AAS Industrial Electronics AAS	0904 470105